

Activity Carriers for Humanistic Education in University Russian Language Teaching

Wei Su *

Associate professor, Zhejiang Yuexiu University, Shaoxing, Zhejiang, 312000, China

* Corresponding author Email: 23281898@qq.com

Abstract: The essence of education is to awaken the potential within people. Humanities education plays a great role in awakening the inner potential of human beings. Humanities education for university students requires a comprehensive arrangement of the curriculum, the participation of students, and a series of activities. In this paper, we discuss the role, function and focus of the first classroom, the second classroom and the third classroom in the humanities education of university students from the perspective of humanities education activity carriers, and clarify the relationship between them, so as to make useful attempts and explorations to promote the humanities education of Russian.

Keywords: Russian Language; Humanistic Education; Activity Carrier; Classroom.

1. Introduction

The Soviet pedagogue Vilanov said, "There is no development outside of activity" [1]. Marx also stated many times that "people can change themselves only in activity" [2]. It is only through a series of activities that the subject can transform material, energy and information with the outside world, can better solve various problems occurring in the subject's psyche, and can recognize the mechanism of quality generation and development. The wisdom and art of the educator are reflected in the clever design and creative development of educational activities, in the fullest mobilization of students' enthusiasm and in the fullest realization of the educational function [3]. The implementation of humanistic education in Russian language at university must also start from various activities, through which students are educated, encouraged, and organized to participate consciously in the practice of teaching Russian language at university, thus forming and improving the attributes of the physical and mental structure of university students and enhancing humanistic literacy.

Generally speaking, there are three carriers of humanistic education activities in Russian language for university students: the first classroom, the second classroom, and the third classroom, with the cultural atmosphere and off-campus activities as the practice ground. For the implementation of humanistic education in Russian language, each of these three classes plays a unique role and function. In order to implement humanistic education in Russian language, it is necessary to integrate these three classes and play a synergistic role in educating people.

2. Humanistic Spirit Shaping of the First Classroom

The first classroom is the main channel for teaching and solving problems, and it is also the main position for implementing humanistic education. The distinguishing feature of the first classroom is its completeness, systematicity and rigor. In order to implement humanistic education in Russian, to fulfill the duty of shaping students' personalities and making them spiritual adults, the first

classroom must play its basic and central role to the full.

2.1. Strengthen the Humanistic Concept of the Classroom

The true essence of a university is to cultivate people. To achieve such a goal, universities should constantly strengthen students' self-awareness, encourage innovation, and cultivate personality, perfect morality, sublimate humanity, and make them become adults and gain all-round development in the true sense of the word. Classroom teaching, as the main part of Russian language education in universities, needs to establish humanistic education in the university Russian classroom and to integrate humanistic concepts into classroom teaching.

Investing in changing the shortcomings of the traditional college Russian classroom teaching model. The basic model of traditional college Russian classroom teaching focuses on lecture, practice and output, treats Russian as a language learning tool, focuses on grammar, emphasizes the cultivation of reading ability, and does not highlight humanistic education factors, which seriously affects the effective teaching of college Russian and the improvement of students' humanistic quality. This traditional teaching model has the following three main characteristics: First, it is teacher-centered. The teacher of Russian at university is the decider and the main executor of classroom teaching, deciding what material to teach, how much to teach, and what methods to adopt. Students often play the role of passive listeners in the classroom and hardly have the opportunity to express their own ideas and demands. Second, it is test-oriented. In the traditional classroom, the Russian teacher teaches about the language structure according to the requirements of the exam, and does a lot of exam questions, while the students are asked to memorize the language rules and memorize some exam techniques through certain drills. Third, language learning is the way to go. The traditional approach to teaching Russian at the university level emphasizes language learning, believing that learning Russian at the university level is about mastering the tools of the language, and that students have achieved their goal by mastering the rules of the language and applying these rules directly to linguistic communication. This approach rarely considers the humanistic goals of teaching

and learning and how to improve students' cultural awareness.

Reinforcing the idea of integrating the Russian language classroom with humanistic education. More and more studies show that Russian language teaching in universities is not a single language teaching activity, but a wide range of contents, often involving different subject areas and containing deep humanistic ideas. Language is a carrier of culture, and teaching Russian is not only about training language skills, but also about introducing foreign cultures and integrating humanistic education into language teaching. Therefore, the teaching of Russian at university should make full use of the advantages of language teaching to combine the teaching of Russian at university with humanities education, so that the teaching of Russian at university can complement humanities education, not only to teach students the knowledge of Russian and cultivate their ability to use Russian, but also to cultivate students' cultural awareness and help them understand and appreciate different cultures, so that they can learn the language in a varied and lively way. In addition to teaching students Russian and developing their ability to use the language, we also focus on developing students' cultural awareness, helping them to understand and appreciate different cultures, so that they can improve their personality and literary skills in the process of learning the language in a varied and lively way.

2.2. Explore the Humanistic Content of Teaching Materials

The implementation of humanistic education in the university Russian classroom must be based on specific teaching contents and teaching contexts. There are many beautiful and artistic materials in the Russian language textbooks, which contain profound humanistic spirit and humanistic ideas and have a strong educational value. Teachers should guide their students to explore the rich humanistic connotations in the Russian language textbooks and encourage them to appreciate, reflect on and experience them, so as to shape their healthy worldview, outlook on life and values.

Do a good job of pre-course preparation of the textbook text. Before learning each new lesson of the university Russian textbook, teachers should recommend relevant background materials to students according to the content of the textbook, so that they can have a comprehensive understanding of the cultural background of the studied content through the Internet, movies, books and journals, and so on, so that they can have a preliminary understanding of the studied content and make a full preparation for further understanding and appreciation of the textbook. Requiring students to understand the cultural background of the studied content also places higher demands on college Russian teachers, who on the one hand need to collect these materials and on the other hand, need to rationally analyze and judge them.

Do a good job of classroom excavation of textbook texts. In the process of teaching, teachers should explain the relevant contents of the textbook, pay attention to the humanistic connotation of the textbook, deepen students' understanding of the content of the textbook, expand their knowledge, and make college students receive humanistic education in the process of learning Russian. In the specific teaching process, teachers should focus on the following links according to the teaching process. The first is the introduction of relevant historical events and literature. In general, Russian

language is a language and literature, and many of the contents of the upper-level textbooks are taken from literary works or historical events. The supplementation of literary contents and historical events not only improves students' literary skills, but also helps them deepen their understanding of what they have learned. Secondly, the famous characters are described from multiple angles to maximize the civilization of heroic figures. Third, the background knowledge of current science and technology and hot news is expanded so that students can learn about the most advanced science and technology in the world through their studies.

Make a good extension of the textbook text after class. Teachers assign students an appropriate amount of extra-curricular assignments based on the content of the textbook and humanities education. Extracurricular assignments can extend and continue classroom education, have a countervailing effect on teaching, and allow teachers to keep abreast of specific teaching situations and collect feedback, which in turn can guide the next teaching activities. At the same time, after-class assignments also facilitate formative assessment of students, focusing on students' gains and shortcomings throughout the learning process, enabling students to plan their next learning tasks so that they can achieve their learning goals.

2.3. Optimize the Humanistic Model of Teaching

In the study of Russian language at university, teaching materials and teaching methods are always external factors, but whether the purpose of humanistic education can be achieved ultimately depends on internal factors, i.e. learners' own factors. It is necessary to implement the main position of students, pay attention to their interest in learning, stimulate their motivation, maximize the efficiency of learning Russian, and achieve the purpose of humanistic education.

Promote interest in learning. "From a psychological point of view, the learner's emotional control, i.e., the student's non-intellectual factor, is an important factor affecting the learning effect." [4] College Russian teachers, first, stimulate students' interest in learning Russian through their profound humanistic knowledge, skillful teaching art and elegant speech and manner; second, through efficient classroom organization, adopt various humanistic teaching modes, enhance the fun of college Russian teaching, regulate the learning atmosphere, improve learning efficiency, and realize humanistic knowledge in a relaxed and pleasant atmosphere. The third is to stimulate students' sense of achievement in learning Russian, to understand students' humanistic needs, to consider students' individual differences, to encourage students to question, to cultivate students' independent critical consciousness, to be good at finding students' strengths, to fully affirm students' critical thinking, to be good at capturing students' progress in thinking, and to constantly strengthen students' confidence in learning Russian.

Highlight independent learning. According to materialistic dialectics, any external educational influence must be brought into play through the inner motivation of the educated in order to work. The unique motivation of human beings plays an important role in human development, and the effect of education can hardly be guaranteed if the role of human subject activities in development is neglected. External education and system are only external causes, and no matter how good, strong and excellent the content of education is, these are all external conditions for things to change. Creating

good external conditions is important, but it cannot replace the role of internal causes [5]. The same is true in enhancing the humanistic spirit of college students. Only through the introspection, self-understanding and cultivation of the students themselves can the humanistic qualities of the students be finally improved. The classroom teaching of Russian at university should give full play to the subjective initiative of learners, focus on the development of students' personalities and the improvement of their overall quality, teach students how to learn, guide them to adapt to learning, pay special attention to the cultivation of learning strategies, effectively guide students to self-reflection and self-improvement, enable them to fully understand the differences between Chinese and Western cultures, establish a conscious and equal view of culture, avoid cultural awareness bias, and gradually increase the accumulation of cultural knowledge. Gradually increase the accumulation of cultural knowledge and consciously improve the humanistic spirit.

Focus on interactive learning. The essence of teaching is the interaction between teachers and students and between students. In order to implement humanistic education in Russian, we must adhere to the student-centered thinking and focus on cultivating students' freedom of thought and independent personality. They should pay close attention to students' thinking and learning, respect students' freedom of thought and independence, and adopt teaching methods and approaches that meet students' individual development needs. Teachers of Russian at university should learn to reflect and listen, involve students in teaching, actively create a relaxed, harmonious and free classroom atmosphere, focus on opening students' minds, releasing their potential, encouraging them to express their opinions, and stimulating and promoting interactive communication between teachers and students. The Russian textbook has selected some chapters with great humanistic values. Teachers should connect the text with the actual situation, design some targeted topics and discuss them with students, guide them to pursue truth, goodness and beauty, and learn to correctly deal with their own relationship with others, with society and with nature, which will help cultivate an independent and healthy personality, cultivate humanistic ideals and humanistic spirit, and improve humanistic quality. Actively playing the role of cooperative learning for students provides them with the opportunity to cut up and communicate with each other, both to express their own opinions and to learn to listen to and understand the views of others. In addition, cooperative learning can cultivate students' socialized character such as team consciousness and cooperative skills, can run through collectivism education, helps form the psychological qualities of college students such as aggressive and fair competition, and cultivates students' spirit of collaboration and the ability to communicate with others.

3. Humanistic Strengthening of the Second Classroom

Along with the reform of university education and teaching, the way of teaching Russian language in modern universities has changed profoundly. Teachers and students of Russian language in universities are no longer satisfied with the traditional classroom teaching mode and have started to engage in various forms of second classroom activities. Compared with the first classroom, the second classroom of university Russian language teaching reflects the students'

independent learning consciousness, which is more capable of expanding students' thinking, reshaping their values and reorganizing their personality structure, and helps to highlight the humanistic features in the educational approach.

3.1. The Value of Offering the Second Classroom

The second class is an important part of the Russian language teaching system and is an effective extension of the first class. With its colorful contents and diversified forms, the second class meets the requirements of humanistic education in Russian language, adapts to the needs of students' personal development, and becomes an effective way to improve the humanistic qualities of students.

The second classroom can make up for the shortcomings of the first classroom. The current first classroom has various drawbacks: firstly, the content of classroom teaching is extremely limited, and the input of language and cultural knowledge is seriously insufficient, which cannot fully reflect the humanistic features of Russian language teaching in college; secondly, the time of classroom teaching is limited, and it is difficult to develop the listening, speaking, reading, writing and humanistic features of Russian language in college in a balanced way. In order to improve the comprehensive application ability of Russian language and reflect the humanistic features of Russian language in college, in addition to the effective use of the first classroom teaching, we should also make full use of the extracurricular time of college students and carry out various forms of second classroom activities. The second classroom activities have many advantages, such as convenience of time, freedom of space and flexibility of activities, which can provide students with a lot of opportunities to practice listening, speaking, reading and writing, so that they can master the language knowledge they have learned in the process of practical application, and at the same time, they can use enough time and space to enjoy and experience the essence of Western culture and receive humanistic education.

The second classroom of Russian language at university can stimulate interest in independent learning. The American educational psychologist and educator Jerome Bruner has pointed out that "students are not passive recipients of knowledge, but active processors of information." [6] The second classroom in Russian language at university can provide various good learning environments where students participate in relevant extracurricular activities according to their learning interests, enjoy the right to free choice of various educational and teaching resources, change from passive learning to independent learning, and get the opportunity to show themselves. Students discover and solve their own problems in the second classroom, which greatly stimulates their interest in learning. In such a personalized learning environment, students are better able to give full play to their subjective initiative, realize self-reflection and self-purification, and achieve the purpose of personality development.

The second class of Russian language at university can improve students' humanistic qualities. In the rich and colorful second classroom activities, college students will not only be exposed to more diverse language knowledge and language skills training, but will also be exposed to various learning resources reflecting the traditional customs, history and culture, local customs, social habits and values of various countries, and accumulate more knowledge of Western

culture, which can compensate to a certain extent the limitations of classroom teaching materials in terms of content and form, and lay the foundation for improving university students' intercultural communication skills. At the same time, the second classroom activities focus on practical problem solving and exercise students' ability to collect, process, analyze and solve problems.

3.2. Organization of the Second Classroom

The second classroom is a series of activities that take place outside the first classroom. Teachers of Russian at university can use different forms of activities according to the specific situation and teaching reality; university students can also choose more freely the form of activities that suits them. From the point of view of improving the effectiveness of Russian language learning and implementing humanistic education, the second classroom of the university Russian language is mainly in the following ways.

Opening of Russian language corner. The Russian corner is an essential part of the second classroom activities because of the face-to-face communication in Russian. By communicating with Russian teachers, foreign teachers, Russian majors or foreign students, the students can develop a sense of "real life" and effectively improve their Russian listening, speaking, reading and writing skills. Thirdly, through the introduction of the culture of Russian-speaking countries by foreign teachers and the discussion of topics, the students expand their cultural knowledge and improve their ability of cross-cultural communication.

Organizing various types of Russian language training and improvement classes. On the basis of the first class, university Russian teachers guide students who are strongly motivated to learn to organize various types of improvement classes in Russian reading, writing and conversation outside the classroom. Or they can motivate students to write Russian diaries, weekly diaries, essays, blackboards, wall posters, publications, etc. In addition, students are instructed to listen to Russian language programs, organize conversations and exchanges in Russian to improve their listening and speaking skills and enhance their sense of Russian language. By reading, writing and practicing more, university students can improve their Russian language application skills and at the same time learn more about the culture of Russian-speaking countries and improve their humanities to a certain extent.

Organizing Russian language events such as Russian language festivals. On the one hand, the school should organically set up some relevant Russian language festivals, hold Russian cultural festivals for college students on a regular or irregular basis, carry out Russian drama performances, song performances and other rich Russian language campus cultural activities, fully reflect the main position and master role of students in learning Russian language, so that teachers and students of the school can participate, create a good atmosphere for learning Russian language, and make students' Russian language listening and speaking skills in a specific environment tested, exercised and improved. On the other hand, we can also organize a variety of Russian competitions, such as Russian debates, Russian speech contests, Russian vocabulary contests, Russian short-text recitation contests, Russian storytelling, Russian song karaoke contests, Russian learning methods, etc., so that students can have a stage and opportunity to show their talents and reflect the characteristics of college students' active thinking and strong self-awareness.

Establish various Russian language associations and other clubs. Russian drama clubs can be established to organize rehearsals and performances of Russian plays for students with special skills in the field of Russian drama, not only to train their oral expression skills, but also to stimulate their enthusiasm for learning and to develop their teamwork skills; Russian parties can be held on representative Russian holidays, such as Christmas and New Year, to sing Russian songs, perform Russian skits, recite poems in English and Russian, and to organize special dances for students to learn and experience Russian culture. You can also organize various kinds of lectures, invite famous teachers from inside and outside the school to give lectures on oral skills improvement, intercultural communication, Russian language level 4 and 8, and examinations, so as to open up students' horizons, increase their knowledge and enlighten their thinking.

3.3. Activity Guarantee of the Second Classroom

Opening up the second classroom of Russian language in universities is a complicated systematic project, involving relevant departments and faculties of universities. Universities should attach great importance to the role of the second classroom of Russian language in universities, and teachers, students and other parties should actively participate in it, so that the second classroom can fully connect with the first classroom and actively play the function of the second classroom in language training and humanistic literacy improvement.

Nahman lesson plan. Without prior planning and preparation, it is difficult to achieve success and victory in any undertaking. The organization and managers of universities should incorporate the second classroom Russian language teaching into students' training and academic registration management system, and strive to build a platform for testing students' comprehensive Russian language application ability in five aspects: listening, speaking, reading, writing and translating, which is adapted to the school's own characteristics; incorporate the second classroom Russian language teaching into students' quality education system, strengthen the role of the second classroom Russian language teaching in students' cultural quality cultivation, promote students' learning of humanities and social sciences, and further improve their cultural cultivation. The second classroom Russian language teaching is integrated into the quality education system of students, and the role of the second classroom Russian language teaching in the cultivation of students' cultural quality is strengthened, so as to promote students' learning of humanities, social science knowledge and further improve their cultural cultivation.

Strengthening guidance and assistance. The active participation and guidance of university Russian teachers is crucial in the second classroom activities of Russian language at university. Teachers should act as design guides, organizers and coordinators, evaluators and facilitators in the second classroom activities to ensure that they are carried out smoothly. Depending on the requirements and contents of different activities, different teachers should be invited to participate in the guidance, especially the role of foreign teachers should be brought into play. Before the activities, they will give timely advice and suggestions; during the activities, they will help students who encounter difficulties and frustrations in participating in the second classroom

activities to find out the problems and adjust their learning strategies; after the activities, they will give good feedback and guidance, and include the situation and achievements of the second classroom activities in the evaluation or assessment.

Improve the construction of conditions. At present, there is a general lack of places, facilities and financial support for the second classroom in university Russian language. Colleges and universities need to invest a lot of human resources, materials, time and energy to implement policy-oriented reform of Russian language teaching in universities, increase investment in the second classroom, provide students with necessary activity venues and auxiliary equipment, etc., and actively improve external conditions to provide students with more opportunities for language training and improving humanistic cultivation.

4. Humanistic Training in the Third Classroom

In the teaching of Russian language at the university, the humanistic spiritual experience of the third classroom is advocated, and the humanistic functions of the Russian language at the university are further strengthened by combining what the students learn in the theoretical classes of the first course and in the activities of the second classroom with social practice.

4.1. The Basis of the Third Classroom Humanism Experience

Social practice can make college students get out of school and integrate into the big social classroom, which can make them know themselves objectively, set the position of society and individuals, and continuously improve their own quality and ability in participating in social activities. Confucius, the great educator, placed great emphasis on the role of practical activities in education, stating, "I began with men, listening to their words and believing their deeds; now I begin with men, listening to their words and observing their deeds." [7] This emphasizes that moral education should be put into action and tested by action. The thinker Zhu Xi also emphasized the unity of knowledge and action, stating, "There are only two ways to learn from the university, to know and to act." To know is to clarify the reason, the poor reason: to act is to put the obtained reason into action, knowledge and action are mutually reinforcing, "in terms of priority, knowledge is the first; in terms of importance, the act is important", "the clearer the knowledge is, the more sure the action is, and the more sure the action is, the clearer the knowledge is". [8] The traditional school education concept attaches importance to internal activities and neglects external activities, and attaches importance to book knowledge and neglects practice has become a persistent problem, how to let students participate extensively in social life practice on the basis of serious reading, which is one of the important problems facing modern education reform.

4.2. Inadequacy of Humanistic Experience in the Third Classroom

Social practice is an effective way of healthy growth of youth. Compared with other courses, the social practice of college Russian is still poorly developed, and there are problems of one kind or another. One is that not enough attention is paid to it. The traditional teaching of college

Russian is mostly based on intensive reading teaching, and the teaching concept is old, and the necessary investment is not given to the practical teaching of college Russian, thus affecting the improvement of students' comprehensive application ability of Russian. Secondly, teachers' guidance is not enough. The development of social practice of Russian language at university requires high-quality guidance from teachers. At present, teachers of Russian language are under great pressure in teaching and research, and they seldom have time to consider the social practice of Russian language in university from the perspective of improving the language ability and humanistic spirit of university students. Third, the conditions of schooling are insufficient. Due to the profound development of the mass development of higher education, there are relatively few social internships and practical positions for Russian language. At the same time, the participation of college students is not very active, and they often study Russian with the purpose of passing the fourth or eighth grade, or studying for the graduate school, and they do not know enough about the purpose of really improving their language ability and humanistic spirit, which greatly affects the enthusiasm of college students' participation.

4.3. Ways to Experience Humanism in the Third Classroom

The implementation of the third classroom of humanistic spiritual experience in Russian language at university should be carried out in the following three aspects.

One is to establish the concept of living. Returning to life is a post-modernist curriculum concept, which has an important inspiration for teaching Russian at university. Living Russian at university means that the way of teaching Russian at university should be brought to life. The ineffectiveness of most of the current university Russian language teaching and the single mode of teaching are related to the fact that Russian language teaching is far from life. The best way to change this situation is to bring life-like teaching into the university Russian language. Only by bringing Russian language teaching to life can we really make it practical and natural, and we can also pay attention to and rebuild the students' life world, so that teaching can shift from expanding knowledge to returning to life, giving education life meaning and life value. We should pay attention to the integration of the Russian language classroom with the philosophy of life, establish the concept of "Big Russian", guide students to understand the Russian culture beyond the textbook, and make the Russian language learning colorful and rich; pay attention to the integration of the Russian language classroom with the daily life, let the students learn the content of the textbook that is closely related to them, and let the teachers only explain the individual doubts, difficulties and key points, so that the Russian language learning and education can grow together with the students; focus on the integration of the Russian language learning and social life, from the perspective of cultivating qualified social citizens, increase the content of culture, national conditions, science and technology, economy and other aspects of interest to the students, from life to the Russian language learning, from the Russian language learning to the university life, the social life content of the textbook to the students, focus on cultivating the basic social knowledge for future citizens.

The second is to create a networked environment. The real goal of teaching Russian at the university level is not to master the language, but to apply it. Therefore, the social and

practical activities of the Russian language at the university must be in accordance with the laws of language and culture education of the Russian language at the university and be able to be put into practice. It is necessary to make full use of modern Internet technologies, to create a linguistic atmosphere for learning Russian, and to create a real practical environment for Russian language at the university to the maximum extent. At the same time, the correct guidance of teachers will improve both the interest of university students in learning and their intercultural competence.

Third, it is necessary to make use of the social practice activities of university students. University Russian language should combine the purpose of university Russian language education with all kinds of social practice activities, and integrate the factors of university Russian language social practice in all kinds of social practice activities. University students can apply their knowledge of university Russian to serve society, actively participate in various foreign affairs or foreign trade activities, improve their ability to apply the Russian language, enhance their overall quality, and contribute to the development of society.

5. Conclusion

Socrates, the ancient Greek philosopher and educator, believed that the essence of education is not one-way indoctrination, but awakening the potential within people. In this regard, humanistic education, which emphasizes human education, aims at perfecting personality and focuses on the harmonious development of individual's body and mind, coincides with Socrates' educational philosophy. Humanistic education for college students is a whole, which not only involves schools, teachers and students, but also requires

consideration of various factors such as concepts, measures, paths, carriers and effects. In this paper, from the perspective of humanities education activity carriers, combined with years of practical experience in teaching Russian language at university and thinking about humanities education, we enumerate three humanities education carriers, namely, the first classroom, the second classroom and the third classroom, clarify their relationship, discuss their roles, functions and focus in humanities education of Russian language at university, and make useful attempts and explorations to promote humanities education of Russian language.

References

- [1] Balajov. (1979). *Pedagogy* (Z. Li, et al., Trans.). People's Education Press. (in Chinese)
- [2] Marx, K. (1985). *The complete works of Marx and Engels*. People's Publishing House. (in Chinese)
- [3] Kang, W. D., & Kang, Y. (2007). Activity theory and its educational implications. *Journal of Tianjin Textbook Institute*, (4), 11–14. (in Chinese)
- [4] Suo, D. F. (2006). A new model of foreign language classroom teaching. *Foreign Language*, (4), 21–29. (in Chinese)
- [5] Liu, Y. F. (2012). *Interpersonal dissonance and group identity of contemporary intellectuals*. China Social Science Press. (in Chinese)
- [6] Vygotsky, L. S. (2010). *Mind in society: The development of higher psychological process*. Harvard University Press.
- [7] Confucius. (2013). *The analects of Confucius* - Gongye Chang. China Bookstore. (in Chinese)
- [8] Zhu, X. (1986). *Zhu Zi shu shu chu* (Volume 9). China Bookstore. (in Chinese)