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SUBVERTING GENDER HEGEMONY AND SOCIAL CONTEXT: A CRITICAL DISCOURSE ANALYSIS OF PAKISTANI WEB MEDIA PROGRAM "CONVERSATIONS WITH KANWAL"

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Abstract: This article presents a critical discourse analysis of the Pakistani web media program "Conversations with Kanwal," examining how it challenges and reconfigures gender hegemony and reflects the social context of Pakistan. Hosted by Kanwal Ahmed, the program has garnered significant attention for addressing gender, feminism, and societal norms in Pakistan. Our analysis reveals that "Conversations with Kanwal" provides a platform for counter-hegemonic voices and perspectives on gender-related issues, contesting dominant patriarchal norms in Pakistani society. The program showcases diverse experiences and narratives of women, highlighting their struggles, achievements, and aspirations. Furthermore, it tackles sensitive topics like domestic violence, workplace discrimination, and gender-based expectations, fostering dialogue and raising awareness among viewers. This article argues that "Conversations with Kanwal" plays a crucial role in reshaping the discourse around gender in Pakistan by interrogating traditional gender roles and expectations. While it challenges dominant narratives by amplifying the voices of marginalized communities and facilitating conversations on gender equality and social justice, our analysis also uncovers some limitations in the program's discourse. Specifically, it occasionally perpetuates certain stereotypes or reinforces existing power dynamics. Moreover, the program's impact is constrained by its digital platform, which may limit its reach to specific segments of society. Overall, this article contributes to the understanding of how web media programs like "Conversations with Kanwal" can subvert gender hegemony and reflect the social context in which they operate, emphasizing the need for continued critical engagement with such media platforms to assess their potential for transformative change in promoting gender equality and challenging societal norms in Pakistan.
Keywords: Gender hegemony; Pakistani web media; Feminism; Societal norms; Discourse analysis

1 INTRODUCTION

The digital landscape has undergone a profound metamorphosis in recent years, revolutionizing the dissemination, sharing, and consumption of information. This paradigm shift has created a platform for marginalized voices to emerge and challenge the dominant narratives that perpetuate established power structures. Pakistani web media has been at the forefront of this transformation, providing a space for discussions on social issues, including gender roles and expectations. Gender hegemony, a deeply entrenched system of power, reinforces and perpetuates traditional gender norms, establishing a hierarchy that privileges masculinity and subordinates femininity. This power dynamic permeates various aspects of society, including media representations, cultural practices, and social interactions. Recognizing the need for change, "Conversations with Kanwal" offers a platform for diverse voices to challenge the status quo and foster critical discussions on gender issues.

2 LITERATURE REVIEW

Divorced women in Pakistan face a multitude of stressors, including emotional violations, redundancies, and physical illness, which can have a profound impact on their mental health and well-being [1]. The emotional turmoil experienced by single women after divorce can lead to feelings of rage, anger, and poor self-identity, accompanied by financial constraints that exacerbate the challenges of raising children and meeting their basic needs [2]. The emotional liability characteristic of women in the post-divorce period is marked by oscillating emotional highs and lows, including freedom and prospects for personal development, alternating with depression, anxiety, and uncertainty about the future [3-4].
Research conducted by Averdijk et al. revealed that recently divorced women exhibited increased aggression and anger, both in terms of state and trait anger, compared to married women[5]. Divorce carries a significant social stigma, and society often expects individuals to tolerate stressful relationships rather than seeking divorce. In Pakistan, divorce can lead to a change in social status, resulting in personal guilt, loneliness, and a sense of failure, which can be exacerbated by issues such as social acceptance, changes in living arrangements, and economic instability [6].
Domestic violence is a pervasive issue in Pakistan, with poverty being a significant contributing factor. The country's patriarchal culture often privileges men, leaving women with limited decision-making power and increased vulnerability to

violence [7-8]. Factors such as daily conflicts, family-related problems, and financial instability can trigger domestic violence. Moreover, the prevalence of ancient traditions and customs, such as exchange marriages and honor killings, perpetuates violence against women. Education can play a crucial role in empowering women and promoting awareness of their rights.

Child labor is a significant social problem in Pakistan, with poverty being the primary cause. Families living below the poverty line often force their children to work to supplement their income. Other contributing factors include parental illiteracy, social apathy, ignorance, lack of education, and exploitation of cheap labor. The industrial revolution has also had a negative impact, creating circumstances that encourage child labor. Adults often find it difficult to secure employment due to factory owners preferring to employ children at cheaper rates. This perpetuates the exploitation of children and reinforces the cycle of poverty.

Promoters of early marriage believe that having children at a young age is beneficial, as it allows for a young son to support the family before the father grows old. However, this belief neglects the potential consequences of early marriage, such as limiting education and economic opportunities for young girls [9].

Forced marriages, like the tribal custom of Ghag, can have a negative impact on the honor of the family and the girl. This custom involves a young man publicly demanding the hand of a girl, and no other proposals are expected from her afterwards. In some cases, girls who refuse these proposals are killed or married off quickly.

Many girls who are not schooled or are idle at home are often seen as suitable for marriage. However, this neglects the importance of education and economic empowerment for women.

3 METHODOLOGY

The purpose of this research is to contribute to social change and raise awareness about social media discourse that provides positivity and awareness through a positive context. The research aims to understand how language usage, storytelling techniques, visual aids, and strategies are used to engage and build connections with the audience. Additionally, the research explores whether the positive approach contributes to destigmatizing taboo topics and encourages open expression of thoughts.

The sampling technique used is snowball sampling, with a sample size of 30 episodes. The research includes all age groups, especially young and adult males, females, and transgender individuals.

The limitations of the research include:

The research is limited to only positive discourse analysis of influencer "Kanwal Ahmad".

The research is limited by the availability and quality of data used, which is based on LGBT issues and social and cultural issues that are taboo for society.

The delimitations of the research include:

The research is delimited to apply a specific methodology, such as positive discourse.

The study is delimited to only three seasons and episodes of Kanwal's channel.

4 RESULTS

The analysis and discussion of the episodes include:

Season 3, Episode 3: "A sexless marriage" - This episode focuses on issues such as bullying, abuse, and infidelity faced by females who were unable to speak up against certain themes earlier.

Season 2, Episode 5: "Female foeticide" - This episode shares Ariba's mortifying experience with female foeticide, a taboo subject.

Season 1, Episode 12: "Child labour" - This episode shares Gulnaz's emotional story of a childhood spent scrubbing floors, highlighting the issue of child labour in Pakistan.

Season 2, Episode 8: "Adoption" - This episode introduces Javeria, a woman who took the path less travelled and adopted a child.

Season 2, Episode 7: "Divorce and new relationship" - This episode shares Rizwana's story as a child who grew up in a broken home.

Season 1, Episode 2: "Love and acceptance" - This episode discusses the concept of love and acceptance through Madiha's story.

Season 1, Episode 3: "Chai culture trolley" - This episode shares Rahat's experiences of arranged marriage and body shaming.

Season 2, Episode 9: "Financial empowerment" - This episode tells a heartwarming tale of rebuilding a life from scratch through Amber's story.

Season 5, Episode 12: "Children in jail" - This episode highlights the issue of prisoner kids and how they also have a chance to grow up positively.

Season 5, Episode 6: "Intimacy" - This episode discusses the importance of intimacy in relationships through Dania's story.

Season 1, Episode 1: "Domestic abuses" - This episode shares Adeela's story of surviving 10 years in a toxic marriage and how her father and son supported her.

5 DISCUSSION

The article examines the positive discourse analysis of "Conversations with Kanwal," a web media program that tackles gender-related issues in Pakistan. It analyzes the language, rhetoric, and power dynamics present in the conversations, as well as how gender topics are framed and which voices are amplified or marginalized. The article also explores the impact of the program on its audience, including whether it fosters empathy, understanding, and increased consciousness of gender inequalities.

The program's influencer, Kanwal, portrays taboo topics in a positive way, contributing to shaping the social context in Pakistan by raising awareness about gender issues, challenging stereotypes, and fostering progressive attitudes. The article examines how the program's content influences public discourse, encourages social change, and promotes inclusivity.

Some of the topics discussed in the program include emotional and physical abuse, marital rape, child marriages, acid attacks, financial empowerment, and discrimination against the girl child. The program also sheds light on the importance of education and economic empowerment for women, and challenges traditional gender roles and stereotypes.

The article references various studies and literature on gender issues in Pakistan, including the social and occupational health problems of child labor, domestic violence, and child marriages. It also examines the emotional and social problems faced by divorced and married women in Pakistan.

Overall, the article provides a comprehensive analysis of the positive discourse present in "Conversations with Kanwal" and its impact on the audience, contributing to a deeper understanding of gender issues in Pakistan and the importance of promoting inclusivity and social change.

6 CONCLUSION

"Conversations with Kanwal" serves as a critical platform for subverting gender hegemony and reflecting the social context of Pakistan. By amplifying marginalized voices and addressing taboo topics, the program challenges traditional gender norms and fosters dialogue on gender equality and social justice. However, the digital nature of the platform limits its reach, and certain stereotypes or power dynamics may still be perpetuated. Continued critical engagement with such media platforms is essential to maximize their potential for transformative change in promoting gender equality and challenging societal norms in Pakistan.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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EXPLORING VARIATION IN COMPREHENSION OF ENGLISH PHRASES DUE TO LOCAL CULTURE IN PAKISTAN

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Abstract: This research investigates the diverse interpretations of English phrases within the local culture of the Faisalabad region in Pakistan. This study aims to enhance understanding of how English phrases are comprehended differently based on cultural and educational backgrounds. It highlights the significance of such variations, which can lead to language conflicts and misunderstandings. The research adopts a comparative approach, examining interpretations across three age groups: school level, college level, and university level. Using open-ended interviews and a stratified random sampling technique, data from 30 participants were qualitatively analyzed to reveal these variations. The findings demonstrate significant differences in comprehension based on age, educational level, and exposure to English.
Keywords: English phrases; Local culture; Faisalabad region; Language interpretation; Age groups

1 INTRODUCTION

The analysis of speech variation is crucial for understanding the Pakistani speech community. The linguistic landscape in Pakistan includes a diverse range of dialects and vernaculars. English, as a significant component of this landscape, exhibits varying interpretations across different regions and social groups. This study addresses the gaps in understanding how local culture influences the comprehension of English phrases, focusing on the Faisalabad region. The research also explores the role of age, education, and social media exposure in shaping these interpretations.

2 LITERATURE REVIEW

Kachru's model of Three Concentric Circles is instrumental in conceptualizing the pluricentric nature of English globally. According to Kachru [1], English is spread across three circles: the Inner Circle (native English-speaking countries), the Outer Circle (former British colonies where English is a second language), and the Expanding Circle (countries where English is a foreign language). Critics argue that this model oversimplifies the complex dynamics of English usage [2-3]. In Pakistan, English functions as a second language and is influenced by local linguistic and cultural norms [4]. This research aligns with Kachru's model, examining how Pakistani English speakers interpret English phrases through their cultural lens[5-7].

3 METHODOLOGY

This study employs a qualitative research design, using open-ended interviews to gather data. A stratified random sampling technique was used to select 30 participants from three age groups: school level (ages 10-15), college level (ages 16-19), and university level (ages 20-25). Each group comprised 10 participants. Interviews were conducted to collect interpretations of selected English phrases. The responses were analyzed to identify patterns and variations in comprehension.

4 PHRASE INTERPRETATIONS

"Kick the bucket"
School level: Varied interpretations, including literal meanings (e.g., hitting buckets) and incorrect usages.
College level: More accurate, though some misconceptions persisted.
University level: Predominantly correct understanding as a euphemism for dying.
"The apple of the eye"
School level: Diverse interpretations, some literal (e.g., an apple with an eye).
College level: Mixed but leaning towards correct usage.
University level: Largely accurate as a term of endearment.
"Once in a blue moon"
School level: Varied, with many incorrect or literal interpretations.
College level: Generally understood as something rare.

University level: Predominantly accurate understanding.
"Go, Nawaz, Go"
School level: Interpreted mostly in a political context.
College level: Consistent political interpretation.
University level: Political interpretation with nuanced understanding.
"It's too hot"
School level: Literal interpretations related to temperature.
College level: Mixed, including figurative uses.
University level: Accurate, encompassing literal and figurative meanings.
"A piece of cake"
School level: Varied, with many incorrect interpretations.
College level: Mixed but improving towards correct understanding.
University level: Predominantly correct as something easy.
"To judge a book by its cover"
School level: Mixed, with many literal interpretations.
College level: More accurate but still varied.
University level: Predominantly correct understanding.
"Feel under the weather"
School level: Varied, with many incorrect interpretations.
College level: Mixed but improving towards correct understanding.
University level: Predominantly correct as feeling unwell.
"She breaks down"
School level: Mixed, with many literal interpretations.
College level: More accurate but still varied.
University level: Predominantly correct as feeling sad or overwhelmed.
"Get out"
School level: Mostly negative interpretations.
College level: Consistent negative interpretation.
University level: More nuanced, including non-negative uses.

5 DISCUSSION

The findings reveal significant variations in the comprehension of English phrases across different age groups. School-level students exhibited the most diverse and often incorrect interpretations, likely due to limited exposure to English. College-level students showed improved understanding, though some misconceptions remained. University-level students demonstrated the highest accuracy, reflecting greater exposure to English and better comprehension skills.

These variations highlight the impact of local culture, educational background, and exposure to media on language comprehension. The differences in interpretations can lead to misunderstandings and language conflicts, underscoring the need for tailored English language education that considers these factors.

6 CONCLUSION

This research underscores the importance of understanding how local culture influences the comprehension of English phrases in the Faisalabad region of Pakistan. The study reveals significant differences in interpretations based on age, educational level, and exposure to English. These findings have implications for English language teaching and highlight the need for educational strategies that address these variations.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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ANALYSIS OF IDENTITY POLITICS AND ETHNIC CONFLICTS IN PAKISTAN UNDER THE THEORETICAL FRAMEWORKS OF 'THYMUS' AND 'RELATIVE DEPRIVATION': A CASE OF ETHNIC UPRISING OF 'HAZARAWAL' IN KHYBER PAKHTUNKHWA

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Abstract: As in federation constitutional units possess maximum autonomy. Often federation is associated with plural societies. Being plural society, Pakistan suited absolute federation and constitutionally, Pakistan is a federal state. Eighteenth constitutional amendment ensured federation in Pakistan through which actual provincial autonomy was endowed. One of the major changes in eighteenth constitutional amendment taken was the renaming of NWFP as Khyber Pakhtunkhwa, which signifies the dilemma of identity politics. The remarking provincial identity stimulated another debate of relative deprivation of Hazarawal ethnic identity, this paper is focused on: the identity crisis and politics of ethnicity have been reawakened after the 18th constitutional amendment. The Hazarawal: largely Hinko speakers living in Hazara division of Khyber Pakhtunkhwa province have been striving for a separate province since independence, and struggle for recognition of their identity reaccelerated with 18th amendment. This paper poses that Hazara ethnic uprising is due a constitutional development which is a kind of social contract, by exclusion of a group from such a social contract would result in a big ethnic conflict, what was seen in 1971 in the country. According to the scenario, in this paper I am trying to explore that how relative deprivation of a group in society stimulates a struggle for recognition of their identity? If a disequilibrium created constitutionally not resolved, ultimately would results in failure of federation and disintegration.
Keywords: Marginalization; Disequilibrium; Ethnic-uprising; Social contract; Deprivation

1 INTRODUCTION

Pakistan is a multi-ethnic society and politically loosely knitted federal polity constituted by the provinces, in return provinces claims their equal autonomy as what exists in true federation. Federal polity of Pakistan could not accommodate its multiplicity of identities on an equal basis which can be gauged in the current scenario. In such socio-political atmosphere sense of marginalization and relative deprivation is usual dilemma. Whereas, megalothymic and isothymic two confronted desires may exist because as human thymos, under Plato's framework of thymos, there are two desires in human being one is isothymic, which represents excellence or goodness, it is human tendency to have an equal position in a society with other groups. The second is megalothymic which is seeking dominance over other groups or individuals, so, this framework would be suited to apply into identity politics in Pakistan and particularly in Khyber Pakhtunkhwa province.

Pakistan is a best empirical example of such an ethnic diverse society which is undergoing identity crisis, cross ethnic conflict and ethnic terrorism. The problem in Pakistani polity is whenever you reward an ethnic group with resources and titles, it causes an actual or a threat of relative deprivation and marginalization to another group living in same space in condition of relative equilibrium. There is no such a province in the federation of Pakistan which has homogeneity in its ethnic demography. The study in hand is specially focused upon Khyber Pakhtunkhwa's post 18th amendment scenario and Hazara ethnic uprising against the nomenclature of the province which has threaten the recognition of Hazarawal's ethnic identity. Therefore, the study is conducting to explore the problem in academic and policy making ground.

In order to get a better understanding of the current tribulations of the Pakistani ethnic problem widespread in all provinces, it is required to have a retrospective glimpse of these ethnic identities. According to Sayed, "Pakistan is also a multi-ethnic, multi-lingual and multi-religious state with the social configuration of diverse identities and cultures. As a result of independence in 1947, multiple ethnic identities with lingual and racial differences settled into a federal state of the South Asian region. [1]"

Epistemologically, the diversity of Pakistani society has been united on the name of Islam, which can be a cohesive force for unification of Pakistani ethnicities. But ontologically, after partition situations reveals that elite's desires for power were involved on multiple levels as on the pre-partition core level as well as post-partition on peripheral level. Here, the megalothymic desires in elite individuals could be justified for the problem of identity politics in Pakistan. For decentralization of central power central elites were not prepared and on peripheral level the local elites were not prepared

to surrender their traditional status without a big gain. Therefore, a social contact in the form of constitution was delayed up to 1956.

Eighteenth constitutional amendment created a new debate about the formation of new provinces. The issue of Hazarawal is considered the most viable issue. The creation of constitutional units on ethnic line making potential and actual clash among ethnicities, the minor ethnic groups struggle for recognition of their identities in Pakistan since long ago. Before 18th amendment it was largely in Punjab, Sindh and Baluchistan. When the name of ex- North West Frontier Province changed into Khyber Pakhtunkhwa thus, the sense of deprivation rose in Hazarawal (Hinko speaking population in KP). The sentiments and cries for separate province for Hazarawal were not new but it was accelerated with new constitutional development. They argue that the division of Khyber Pakhtunkhwa is required in order to overcome the socio-cultural and politico-economic deprivation of the people of the Hazara region. Their demand for the separate Hazara province sought great importance due to the existence of the Hindko speaker around 30% of the total population of the province of Khyber Pakhtunkhwa. It is therefore the people of the Hazara region are demanding for the territorial division of Khyber Pakhtunkhwa. This demand in Khyber Pakhtunkhwa has pursued larger significance when the eighteenth constitutional amendment has been proclaimed into the state constitution[2].

2 METHODOLOGY

This research work is a qualitative and descriptive approach to the problem. The qualitative research method is best suited with the case as it further broadly followed by an interpretive or post-positivist approach. Data for the study collected from secondary sources. It was required a strict scrutiny. Therefore, documents were selected thematically and were thematically analyzed. The sources for data collection were public libraries, e-libraries, prominent research journals and shorthanded data was collected from newspapers and magazines. Moreover, this study has an exploratory purpose and having non-experimental research design. Furthermore, this study used purposive sampling during documents analysis. Besides it, I derived two sophisticated theoretical models for the problem one is theory of relative deprivation which is largely a handicraft of Davis and Huntington and second is thymos a model popularized by Francis Fukuyama in his land-mark work on Identity politics, the application of these models aims to properly address the problem. Both theoretical models have significantly shaped the current identity politics.

3 THEORETICAL FRAMEWORKS

This research paper is conducting under the lights of two theoretical models. One is thymos, this concept has been derived by Francis Fukuyama in his book "Identity: Contemporary Identity politics and struggle for recognition" from Plato's work 'The Republic' he discusses about it in term of human nature. He says that thymos is a part of human personality in English it could be translated as a 'spiritedness' according to Hegel it is a primary driver of entire human history. Fukuyama distinguished two manifestations of thymos, which are isothymia and magalothymia. The former desires equal recognition and the later desires superiority and dominance. Both are designing modern identity politics. In Pakistan marginalized groups desiring equal recognition. Contrary the elites and dominant groups struggle to hold maximum superiority[3].

The second theoretical model which is best suited with the study is 'relative deprivation theory' this theory mainly assumes that the feelings of relative deprivation feed the revolutionary potential of groups and makes them starts a social movement. The main proponents of this theory are James Davis and Samuel P. Huntington. The former says that successful revolution was neither the work of poor nor of the satisfied but of those who are marginalized or deprived. The later says that the disequilibrium in society created by rigid institutions is the stuff of revolution is made. I am taking this model for the purpose to address the problem of disequilibrium created by allocation of resources and titles to one group in similar space and relatively deprived another group. The deprived group struggles to improve its positions that are why launching a revolutionary movement, the specific revolutionary movement started by Hazarawal demanding separate province aims to preserve their identity. It was accelerated when under 18th amendment was enacted they perceived a threat of relative deprivation against Pashtuns.

4 HISTORICAL ANALYSIS OF ETHNIC CONFLICTS IN PAKISTAN WITH REVIEW OF THE LITERATURE

Unlike India Pakistan is religiously homogeneous state, demographically consisting of 98% Muslims. When the issue of sectarianism takes aside then religious identity would work as a strong cohesive force for national integration. Disregarding the fact that during the struggle for independence had used separate Muslim identity which was a most effective card played by All India Muslim League for achieving its goals, but the threat of ethnic chauvinism was also felt by Jinnah from very begging after independence, that is why he told in his presidential address to constitutional assembly that "you may belong to any religion or caste or creed-that has nothing to do with the business of the state [4]." Here in the statement it is debatable that had Jinnah wants to convey the message of secular state what is contradictory to Pakistan movement and alike tone with congress secular narrative or he wants to shun ethnic and sectarian differences for the state integrity and religious differences with Hindus for integral peace?

However, bulk of literature is available which address the identity politics and ethnic conflict in Pakistan, almost the bed of literature covering history of Pakistan so, it was needed to explore the recent past as well therefore paper in hand is undergone to conduct on the current issue of Hazarawal ethnic uprising in reaction to eighteenth constitutional amendment Pakistan. It is necessary to get insight from other historical researches without that it may be difficult to have a sold research ground to stand upon.

Answer to the aforementioned question is derived from the views of Adeel Khan in his book: "politics of identity: ethnic nationalism and the state of Pakistan" he emphasizes that: the Pakistan movement was an elite's projection to ride on power corridor and replace their colonial master with their nationalist program. The nature of coercion was just transferred to indigenous, and the nationalist elites used it in the name of state building [5]. It could be inferred from the point of views that in the statement given by Jinnah in his first presidential speech is dominantly centered on rather to shun religious differences but to shun ethnic differences. Because in his life the ever first initiative he taken was the purge of ethnic nationalism in the scenario he dissolved two ethnic nationalist provincials; governments one was Ayub Khuro's in Sind (h) and second was an ethnic nationalist secular provincial government of Khan Abdul Jabar Khan in NWFP consequently, it further sparked ethnic nationalism and provincialism might unexpected by Jinnah.

Similarly, in book: "Language and Politics in Pakistan" written by Tariq Rahman, he mainly keeping views that the identity politics and ethnic conflict took roots in Pakistan when the Bengali's movement for recognition of Bengali language as a national language was suppressed largely from 1948 to 1952, and their leaders were imprisoned and blamed as traitors to Islam and national integration[6]. Historically, further blow got by identity politics and ethnic conflict with Ayub Khan's coup d'état in 1958, when he abrogated 1956 constitution and parliamentary form of government and introduced new constitution and presidential form of government in 1962. Wherein he concentrated all power in his hands, whereas, majority Bengali was deprived [5]. So, the institutionalization process of Ayub khan in pursuit to state building failed in national integration. His state building program failed in structural and functional integration of largest ethnic population of Bengalis into the social contract. The exclusion of Bengali from the system exacerbated their identity politics which was originally shaped the first Basic Committee's interim report in 1950 and repeated up till eighteenth constitutional amendment in Pakistan.

A Bangladeshi political author Rounaq Jahan says in her landmark work "Pakistan: failure in national integration" that the failure of structural and functional integration of Bengalis specifically, in Ayub's dictatorial regime led to the de-legitimation of institutions and state as a whole[7]. The volcano heated up by structural violence against Bengalis, their exclusivity from state institution and immediately by disparity in the result of 1970 general election erupted in 1971. Thus the episode of ethnic conflict in Pakistan started from very begging ended in 1971 with the complete disintegration of the state.

Pashtun, Bloch, Sindhi and Muhajir ethnic uprising has been discussed by the number of writers in their works but Christophe Jaffrelot's book "Pakistan nationalism without a nation?" covers the origin and further dynamics of Pashtun, Baloch and other form of ethnic uprising in the country. It discusses post 1973 ethnic nationalism and separatist movements, and he predicted that though Pakistan lacks democratic culture unlike India but it still has capability to successfully dissipate separatist and centrifugal tendencies[8]. Contrary to Jaffrelot Stepen Philip Cohen in his book "The idea of Pakistan" he says that the ethnic group poses a biggest threat to Pakistan is Pashtun[9]. Khan Abdul Ghafar khan has indoctrinated the Pashtun nationalism and provincialism. From very begging Pakhtunistan movement was the existential threat to the state integrity. Later on, Abdul Wali Khan (son of Ghaffar Khan) changed his party's narrative. In 1990s ANP decided nonviolent ethnic politics and folded back 'Pakhtunistan movement.'

Ethnic uprising against states central authority in Pakistan has multiple reasons behind and multiple actors are involved in to exacerbate this conflict. Particularly, ethnic conflicts, anarchist and separatist movements in western frontier region of Pakistan largely in KP and in Baluchistan are due to global and regional politics and specifically it is a product of 'Great Game' rather a constitutional deadlock at large, though its constitutional remedies cannot be denied. Although, Baloch insurgency has multiple factors in its ground, it was started on the question of forceful accession of Baloch princely states predominantly exacerbated due military action by Zulfiqar Ali Bhutto's regime. The Baloch insurgency in late 1990s was largely on resource based and later it was further radicalized by Pervaiz Musharraf's arrogant attitudes towards Baloch. Similarly, going to past again Pashtun nationalism in 1970s was not more constitutional rather it was stimulated by the arrogant attitudes of Z.A Butto towards provincial government in NWFP.

By coming down to the point on which the paper is centered is constitutional cause of relative deprivation of a particular group in region by awarding the opposite group with constitutional titles. This dilemma is very common in Pakistan by naming provinces with particular ethnic identity it cause ethnic uprising because of keeping relatively minor identities in crisis. The current ethnic uprising is due major constitutional development what eighteenth amendment is.

5 HAZARAWAL ETHNIC UPRISING: AN ANALYTICAL VIEW

5.1 Hazara Terrain

Hazara is a sub-division of Khyber-Pakhtunkhwa province, it is located in north east of the province. By area it is consist on eight districts. Demographically, it is dominantly consisted of Hindko speaking population. The total population in Hazara region is 7.8 million. Among 7.8 million population 87 percent of which are Hinko speakers and the remaining 13 percent are belong to other ethnic groups. Historically, this region was not always a part of NWFP. During British rule it was a part of Punjab. When NWFP was formed a province in early twentieth century it becomes a part of NFWP. Initially, even post partition the region was part of Peshawar division. When West province unite was dissolved in 1970 it becomes separate Hazara division. This north eastern part of the province is rich of forest and mineral. It has greatest attraction for tourism across Pakistan[10].

The people of Hazara region are different from Pashtun by language, culture, emotions and by their sentiments. They have different political affiliation than rest of province. Even during Pakistan movement, they supported the idea of Pakistan unlike Pushtun nationalist. Conclusively they have ever sought to preserve their distinct identity.

5.2 The Origin of Hazara Issue

Pakistan is ethnically heterogeneous society; the problem was perceived during pre-independence era by some intellectuals like Molana Abu Al-kalam and so on. I think provincial segmentation of Pakistan on lingual lines is bad luck for Pakistan and for 98 percent a religiously homogeneous population. As we have ethnic diversity in Punjab but the province name is a cultural mark for Punjabi ethnicity as it is cleared that it undermines and relatively deprived the minor identities in the province like mainly Saraiki. Same is the case of Baluchistan and Sindh, the former is concern for Muhajirs and the later is concern for Pashtuns. So, therefore ethnic nationalist movements are seemed as it struggles for recognition [10].

Similarly, when the name of the former NWFP changed to Khyber-Pakhtunkhwa the issue of Hazara province raised. Historically, rivalry and socio-political differences between Pashtun and Hazarawal are traced back to Pakistan movement and specifically 1945-46 election in British India. Hazarawal were the staunch supporters of Pakistan movement and All India Muslim League whereas, Pashtun were largely supporters of All India National Congress under the influence of Khan Abdul Ghafar Khan (a secular Pashtun nationalist leader). As for their stance, it was empirically proved in 1945-46 election. Where Pashtun majorly, voted in favor of Congress, under the election campaign launched by Khudai e Khidmatgar headed by Ghaffar Khan. Whereas, Hazarawal voted in favor of AIML[11].

Feeling of relative deprivation started in Hazarawal due to prejudice attitudes of Khudai Khidmatgar movement and ethnic nationalism and hatred attitudes of Pashtun towards other ethnic groups in the province. Whenever, National Awami Party and then Awami National Party came into power, it never made a sincere effort to accommodate Hazarawal rather to push them to ebb of marginalization. First movement for separate province started in 1948, it was an intellectual movement mainly leaded by lawyers and journalist. It was chaired by Mohammad Iqbal. The movement took another dimension in 1957, when it was again started by Mufti Mohammad Idrees, it demanded Kohistan province including it Hazara region as well, its second round was started by Advocate Asif Malik in 1987, he named it Hazara Qumi Mahaz. The third round was started when NWFP was renamed in 2010 when 18th constitutional amendment bill was enacted and renamed the province on lingual line as Khyber Pakhtunkhwa, thus the feeling of relative deprivation was stimulated in Hazarawal uniquely by a constitutional development as in past it was seen in Bengali nationalist movement as well[12].

6 AN ANALYSIS OF THE CASE UNDER THE THEORETICAL FRAMEWORKS

Going to recall, the theoretical frameworks given to the case. Unfortunately, the federation of Pakistan constituted by the federating units which are having its markers with ethnic and lingual lines, as Punjab for Punjabis, Sindh for Sindhis Pakhtunkhwa for Pakhtuns and so on. despite no province in Pakistan is ethnically homogeneous. So, therefore, such a nomenclature causes feeling of relative deprivation in the minor groups which are occupying the same province. According Francis Fukuyama "human soul is characterized by thymos, which is further distinguished with two manifestations: *isothymia* and *magalothymia*. These desires are dominating identity politics in modern world political dynamics [3]. The former desires tended in the equal recognition and the later desires tended in superiority and dominance. Both the tendencies or sentiments centered in *thymos* are modeling modern identity politics in the world in general and specifically in Pakistan.

Identity politics in Pakistan is centered in sense of relative deprivation which stimulates the human *thymos*. Unlike Pakistan India has resolved the issue by adopting 'centripetalism' at largely whereas almost federating unit's names are do not signify the magalothymia of a particular ethnic group. In Pakistan, ethnic Punjabi has already won by *magalothymia* with partition plan and Indian independence Act 1947. Saraiki movement for separate province in Punjab, Pashtun movement in Baluchistan and Muhajir movement in Sindh are the articulations of such dilemma. These minor groups want equal recognition which is an *isothymic* desires stimulated in them by their structural marginalization due to living with 'magalothymia' of the majority ethnicity in their respective provinces.

On the same line when NWFP was renamed under 18th constitutional amendment, the Hazara province movement was restarted on the ground that there are around 40% Hinko speakers in the province by changing the name of the province into Khyber Pakhtunkhwa, it signifies the supremacy identity of ethnic Pashtun only, and undermines other ethnic identities specifically Hinko speakers, who largely living in Hazara region. So, the identity of Hazarawal could be fallen in crisis.

They already have grievance that Hinko language is not promoting in the province in educational institutes, because the status of Pashtu is compulsory as for provincial textbook board policy in the level of primary education. Besides, movement for separate province recently a conference was organized on the name of "keeping it alive: conference calls for promotion of Hinko" in the conference professor Yahya Khalid (a well-known poet and writer) addresses that "52% population of the province speak Hinko but it remained unrecognized"[13] so, the ethnic group have strongly a sense of relative deprivation in province. Therefore, they are struggling to overcome the disequilibrium created by 18th constitutional amendment. The province could be fallen into an ethnic conflict whenever such a volcano erupts.

6.1 Demands Under Hazara Ethnic Uprising

The uprising has an *isothymic* desires, which are want equal recognition to its counterpart in term of Fukuyama's views by referring *thymos* as a part of human soul. Although, the activists associated with the movement for Hazara province have varied opinions and demands. Some are opining that 18th constitutional amendment will ensure their struggle for the rights having in the separate province. While others are viewing that the amendment has done nothing for Hazara people rather than has marginalized them further under Pashtun's majoritarianism. Though the former acknowledged the amendment and the then acknowledged the renaming of NWFP as 'Khyber Pakhtunkhwa' but has arisen demand for separate province. Whatever the opinion, but all opinion has a point of convergence that is people of Hazara should have a separate Hazara province' regionally constitutes Hazara region and demographically constitutes 'Hindko' speaking people and other lingual minorities of the North-East of the province. Therefore, they argue that Article 1 of 1973 constitution provide them rights to have separate province by strengthening federation. Some are resisting the renaming of province on the pretext that it just undermines our identity[14].
However, Hazarawal's struggle for recognition of their identity is grounded on peaceful and democratic way. If 1973 constitution and 18th constitutional amendment works as a kind of social contract in the country then the Hazara ethnic group should be its equal part. Pakistan has been disintegrated in 1971 on a constitutional deadlock created among ethnic groups since independence. The country should avoid another constitutional deadlock by resolving the issues, which are the root causes of ethnic conflict in Pakistan. As India resolved its lingual problems immediately after its establishment as its reformed its administrative units on lingual prime focus. I think the dissolution of lingual lines could prevent further ethnic conflict in Pakistan because by highlighting these markers or lines would lead to the dilemma of exclusion and inclusion as well as to the measure of subordination and superordination ultimately sense of relative deprivation would stimulate thymos in human soul which has the sense of deprivation and subordination.

7 CONCLUSION

Conclusively, the question of federalism in Pakistan yet has not been answered. The structure of federation in Pakistan has loopholes. In the proximity of Pakistan its arch rival India is near to resolve the issue of ethnic conflicts in its federalism by adopting centripetalism; a strategy of conflict resolution in democratic federation. Some experts are suggesting consociationalism; a model for conflict resolution in Pakistan. But I think it is incompetent with the geo-strategic location of Pakistan. I would be a proponent of constitutional patriotism strategy to resolve the issue of ethnic conflicts in Pakistani federation.
 To sum up the discussion, two-nation theory has been dashed to the ground and proved irrelevant with the catastrophic event of 1971; the disintegration of Pakistan. Further ethnic conflicts in Pakistan would make the whole entity of the country irrelevant if we are keeping the principle of exclusion and inclusion and subordination of a group and subordination of other. Policy makers and stakeholders should adopt a strategy under which ethnic lines could be dissolved and single Pakistani Muslim identity is required to be established, thus Pakistan movement would be materialized into its basic motives. It does not mean to end the provinces. Provinces should be enhanced in order to facilitate administration and masses, rather to award a particular ethnic group so, prime identity of province should not be ethnic.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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RESEARCH ON THE INTERNATIONAL DISSEMINATION OF TANG POETRY FROM THE PERSPECTIVE OF DIGITAL LANGUAGE SERVICES

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Abstract: In the current era, where globalization and digitalization are intricately intertwined, Tang poetry, a treasure of ancient Chinese literature and culture, faces unprecedented opportunities and challenges in its international dissemination. This paper aims to explore how digital language services can become a new engine for the international dissemination of Tang poetry. By constructing a cross-cultural data analysis platform, optimizing the Tang poetry translation tool system, innovating language service talent cultivation models, and implementing multi-modal dissemination strategies, the paper seeks to achieve the precise, efficient, and widespread dissemination of Tang poetry. The paper not only outlines the general landscape of the international dissemination of Tang poetry but also delves deeply into the application value and practical pathways of digital language services in this process, providing new perspectives and approaches for theoretical research and practical exploration in the international dissemination of Tang poetry.

Keywords: Digital language services; Tang poetry; International dissemination; Cross-cultural; Talent cultivation

1. INTRODUCTION

The report of the 20th National Congress of the Communist Party of China emphasizes the need to uphold the stance of Chinese culture, refine and showcase the spiritual symbols and cultural essence of Chinese civilization, accelerate the construction of a Chinese discourse and narrative system, and effectively tell China's stories, communicate China's voice, and present a credible, lovable, and respectable image of China. As a vital component of national soft power, the international dissemination of Chinese culture is essential for shaping a positive international image and enhancing China's global discourse power. Tang poetry, the cultural imprint left by poets of the Tang Dynasty, is a testament to the prosperity of Tang poetry and the cultural exchange and integration of the era. It has enriched Chinese literary history and contributed to the inheritance and development of Chinese culture, becoming a crucial link between natural beauty and cultural heritage.

In recent years, the language services industry has undergone significant transformations, with artificial intelligence, machine translation, speech recognition, and internet translation tools profoundly impacting the translation industry and research. Against this backdrop, the international dissemination of Tang poetry requires greater attention to understanding, interaction, alignment, and optimization related to technological elements. Considering the international dissemination of Tang poetry from the perspective of digital language services allows for an exploration of effective multi modal dissemination pathways by taking into account the acceptance levels of foreign audiences from a socially stratified perspective.

2. OVERVIEW OF THE INTERNATIONAL DISSEMINATION OF TANG POETRY HISTORICAL ORIGINS OF THE TANG POETRY ROAD IN EASTERN ZHEJIANG

Tang poetry, as a gem of Chinese classical literature, has witnessed the exchange and collision of Chinese and Western cultures throughout its international dissemination journey, reflecting the development of global cultural diversity. The international dissemination of Tang poetry spans several centuries and can be divided into three stages: the Enlightenment period, the Development period, and the Flourishing period. Each stage has borne witness to the cultural interactions between East and West.

2.1 Enlightenment Period: Initial Exploration during the Age of Enlightenment (18th Century)

In the 18th century, with the rise of the European Enlightenment, Western scholars developed an increasing interest in foreign cultures. Against this backdrop, French sinologist and Jesuit priest Jean-Baptiste Du Halde introduced Tang poetry and its representative figures, such as Li Bai and Du Fu, to the Western world in his work Description de l'Empire de la Chine. This marked the formal entry of Tang poetry into the Western academic sphere. During this period, French missionaries in China acted as cultural bridges, bringing Tang poetry to Europe through letters, diaries, and academic writings, thus initiating its initial dissemination in the West. Although this stage was merely the beginning, it laid a crucial foundation for further in-depth research.

2.2 Development Period: Parallel Advancement of Academic Research and Translation Efforts (19th Century)

The 19th century marked a new development phase in the westward transmission of Tang poetry. With the rise of Western sinology, Tang poetry became an important subject of academic study. Sinologists began to systematically explore its artistic value, historical background, and cultural significance[1]. At the same time, significant progress was made in the translation of Tang poetry, evolving from simple textual conversion to in-depth literary representation. Scholars and poets such as Edward FitzGerald and Herbert Giles actively engaged in translating Tang poetry, producing influential French, English, and German translations. These works provided Western readers with greater access to Tang poetry, deepening their understanding of it and facilitating the initial fusion of Chinese and Western cultures[2].

2.3 Flourishing Period: Trends of Diversification and Digital Dissemination (20th Century to Present)

Since the 20th century, the international dissemination of Tang poetry has entered an unprecedented flourishing period. With the exchange and integration of world cultures, the translation and introduction of Tang poetry have shown clear trends of diversification. Major countries like the Soviet Union, Spain, and Italy joined the ranks of Tang poetry translation, covering almost all major Western languages[3]. During this period, influential figures and translations emerged in the field of Tang poetry translation, such as the American poet Ezra Pound and British sinologist Arthur Waley. Their translations not only preserved the original essence of Tang poetry but also incorporated elements of Western culture, giving Tang poetry new vitality in the Western world.

Entering the 21st century, the development of the internet and digital technology has made the international dissemination of Tang poetry more convenient and widespread. E-books, online databases, and social media platforms have provided new channels and methods for disseminating Tang poetry, enabling more people to access and learn about Tang poetry anytime, anywhere. Moreover, governments and cultural institutions around the world have actively promoted the international dissemination of Tang poetry. For instance, Confucius Institutes have offered Tang poetry courses globally, introducing the cultural charm and artistic value of Tang poetry to international audiences through teaching, lectures, and recitation sessions. These efforts have not only advanced the international dissemination of Tang poetry but also deepened the international community's understanding and appreciation of Chinese culture.

From the initial exploration during the Enlightenment to the parallel advancement of academic research and translation efforts in the development period, and finally to the flourishing period characterized by diversification and digital dissemination, Tang poetry, with its unique artistic charm and profound cultural heritage, has transcended temporal and spatial boundaries, becoming a bridge connecting Chinese and Western cultures.

Currently, the international dissemination of Tang poetry faces numerous opportunities and challenges. On one hand, the deepening of globalization has promoted cultural exchange and integration, providing ample space for the overseas dissemination of Tang poetry. On the other hand, challenges such as cultural differences and language barriers still exist, affecting the precise dissemination and deep understanding of Tang poetry. Therefore, the pressing issue in the current international dissemination of Tang poetry is how to maintain its cultural characteristics while employing digital language service technologies to innovate dissemination models.

3. THE VALUE OF DIGITAL LANGUAGE SERVICES IN THE INTERNATIONAL DISSEMINATION OF TANG POETRY

Language services play a crucial role in promoting cultural exchange between different countries and regions. In the era of intelligent media, digital language services hold significant contemporary relevance. These services inherently carry the core of national spirit, subtly embedding Tang poetry into various new multi-modal digital products. By leveraging the language as a medium, digital language services enhance the efficient dissemination of Tang poetry, thereby showcasing the confidence in Chinese civilization and its national spirit[4].

3.1 The Connotation of Digital Language Services

In the intelligent media era, characterized by the intertwining of globalization and digitalization, digital language services serve as a bridge connecting cultural exchanges between different countries and regions. The connotation of these services is increasingly rich and multi-dimensional. They not only encompass traditional language processing functions, such as the handling of text, speech, vocabulary, and grammar, but also integrate cutting-edge technologies like big data and artificial intelligence, forming a comprehensive system that includes ontology services, market services, and talent cultivation.

Digital language ontology services, as a core component, focus on the deep exploration and precise application of language itself. By constructing a Tang poetry resource database and utilizing big data and corpus technologies, we can achieve a comprehensive description and in-depth interpretation of Tang poetry. This process goes beyond direct translation of the text, involving a deep analysis of its linguistic style, artistic features, and historical context, thus revealing the dynamic changes and inherent rules of Tang poetry at the language level. Additionally, comparing the unique linguistic characteristics of Chinese culture with those of other cultures helps us more accurately grasp the patterns of cross-cultural communication, enhancing the targeted effectiveness of cultural dissemination.

Digital language market services, on the other hand, emphasize the commercial application and value realization of language resources. In the intelligent media era, language services are no longer merely auxiliary tools for academic research but have become a driving force in the development of the cultural industry. For example, advanced language technologies, such as real-time speech translation services provided by companies like IFlytek, have significantly

increased the efficiency of Tang poetry's international dissemination while substantially reducing service costs. This opens up a broader market space for the global promotion of Tang poetry.

3.2 The Role of Digital Language Services

The advent of the intelligent media era has provided unprecedented opportunities for digital language services to play a more significant role in cultural exchange.

Precision in Cross-Cultural Communication: Digital language services can achieve precise targeting and segmentation of audiences in different countries and regions through big data analysis and user profiling technologies. Based on this, we can customize Tang poetry dissemination content according to the cultural backgrounds, language habits, and information needs of different audiences, realizing precision in cross-cultural communication[5]. This precision not only enhances the international influence of Tang poetry but also strengthens foreign audiences' recognition and affinity towards Chinese culture.

Diversity in Dissemination Forms: In the intelligent media era, digital language services embed Tang poetry into various new multi-modal digital products, such as e-books, online databases, social media, and AR/VR experiences. These diverse dissemination forms not only enrich the channels through which Tang poetry is spread but also increase audience engagement and experiential immersion. Through multi-modal presentations, foreign audiences can more intuitively appreciate the artistic charm and cultural essence of Tang poetry, deepening their understanding and recognition of Chinese culture.

Manifestation of Cultural Confidence: In the process of aiding the international dissemination of Tang poetry, digital language services also reflect the confidence in Chinese civilization and national spirit. Tang poetry, as a treasure of ancient Chinese literature, carries rich historical and cultural information, embodying the unique aesthetic pursuits and spiritual ethos of the Chinese nation. Through the precise dissemination and diverse presentation enabled by digital language services, we can better showcase the artistic value and cultural charm of Tang poetry. As foreign audiences appreciate Tang poetry, they simultaneously experience the profound and unique allure of Chinese culture. This manifestation of cultural confidence not only enhances the international influence of Chinese culture but also strengthens the cohesion and unity of the Chinese nation[6].

Digital language services hold significant contemporary relevance and play a vital role in cultural exchange. Through their rich connotations and diverse functional applications, we can better promote the international dissemination of Tang poetry and other excellent traditional Chinese cultures, fostering cultural exchange and mutual learning between different countries and regions. In doing so, we contribute Chinese wisdom and strength to the building of a shared future for humanity.

4. THE ROLE OF DIGITAL LANGUAGE SERVICES IN FACILITATING THE LAYERED DISSEMINATION OF TANG POETRY

Language services provide favorable conditions for cultural dissemination, while cultural dissemination represents the added value of language services. According to the "2023 China Translation and Language Services Industry Development Report" released by the Translators Association of China, international communication ranks fourth in terms of business volume in the translation and language services sub-industry, accounting for 32.1%. This highlights that language services have become a crucial strategy for international communication. As an emerging interdisciplinary field, digital language services refer to the production and sale of language products and services that rely on digital technologies such as the internet, big data, artificial intelligence, and cloud computing. Digital language services ensure the layered dissemination of Tang poetry, thereby facilitating its precise international communication. Under the backdrop of digital technology, the global dissemination of Tang poetry faces new opportunities for development. A layered dissemination model tailored to different countries and audiences enhances the efficiency of Tang poetry's international communication[7]. This includes the cross-context and cross-cultural translation of Tang poetry culture through digital language processing, the digitization of Tang poetry through digital knowledge content production, the multi-modal dissemination of Tang poetry culture through digital media content, and the cultivation of digital language talents to support the international dissemination of Chinese culture.

4.1 Building a Cross-Cultural Data Analysis Platform

President Xi emphasized the importance of utilizing precise communication methods to promote the global expression of China's voice and stories, thereby enhancing international communication capabilities. The cross-cultural layered dissemination of Chinese culture contributes to the construction of an external communication discourse system. Utilizing big data technology, a cross-cultural data analysis platform that facilitates cross-language data collection and analysis serves as the foundation for the layered dissemination of Tang poetry. The cross-cultural data analysis platform, driven by clear purpose and strategy, analyzes the unique dissemination patterns based on the characteristics of different countries and audience categories. Specifically, with the aid of a cross-language data analysis platform, dissemination can be layered, grouped, and classified according to the characteristics of key audiences, thereby enhancing the reach of Tang poetry. For instance, using Python data scraping technology, information preferences of audiences from different countries and backgrounds can be gathered, enabling user profiling research. This allows for the intelligent

customization of Tang poetry content themes tailored to different foreign audiences, ultimately achieving precise international communication of Tang poetry.

Based on the analysis provided by the cross-cultural data analysis platform, the international dissemination of Tang poetry should adhere to a precise communication strategy, following the principle of "one country, one strategy," or even "multiple strategies for one country." Firstly, for audiences in different countries, the focus of language services should vary. For example, audiences in Asian countries are generally interested in China's traditional culture, so language services should prioritize the translation of visual symbols, increasing their familiarity with Tang poetry through cultural short videos, and enhancing their understanding of Chinese culture through virtual museums. In contrast, audiences in European countries may lack a foundational understanding of Chinese culture, so language services should focus on the multi-modal integration of language, sound, graphics, images, cartoons, and films. This multi-modal language service, which combines visual, auditory, and tactile elements, can facilitate "cloud participation" in digital cultural tourism, thereby realizing the efficient dissemination of Tang poetry in a more vivid manner.

Secondly, there are significant differences in the recognition and needs of Tang poetry culture among political elites, academic elites, and the general public. Therefore, for political elites, language services should emphasize the formality of translation style, primarily seeking the integration of Eastern and Western values, striving for common ground while reserving differences. For academic elites, the ideational and speculative aspects of Tang poetry culture are important content for dissemination and should be the focus of language services. The Tang poetry corpus provides them with the opportunity to systematically understand Chinese culture. For the general public, classic Tang poetry and popular culture, including films, music, novels, folklore, and cuisine, are crucial content for dissemination. Thus, language services that rely on artificial intelligence and digital virtual simulation technology help to enhance the audience's identification and understanding of Tang poetry through deep experience and sensory engagement.

4.2 Developing Chinese Cultural Translation Tools Based on Big Data

Translation is a key element of language services. Unlike traditional human translation, digital language services rely on natural language processing (NLP) technology, enabling machine translation and real-time multi-language subtitling. With the advancement of artificial intelligence, translation services have evolved from general machine translation to more precise and specialized domain-specific translations, providing new opportunities for the international dissemination of Tang poetry. By continuously optimizing bilingual cultural corpora and training cultural translation engines, the effectiveness of Tang poetry's international communication can be significantly improved[8]. The Chinese cultural translation tool system for Tang poetry will be a crucial support for the future development of cultural translation services and will include components such as a multi-modal Tang poetry corpus, an audio simultaneous translation machine for Tang poetry, and a translation proofreading system.

Firstly, the Tang poetry multi-modal corpus is of significant value for its international dissemination. It not only reduces the cost for foreign audiences to appreciate Tang poetry but also increases their desire to understand Chinese culture. In the era of intelligent technology, cultural dissemination is no longer limited to single-modal text or audio but is based on multimedia information from big data. Establishing a multilingual and multi-modal Tang poetry resource library involves extracting keywords from text, images, audio, and video sources, grouping, associating, and pairing them based on similarity, and creating a tightly connected image-text dataset for Tang poetry using both modeling and manual annotation methods. When users search for a particular cultural keyword, all relevant text, images, and videos from different modalities will be presented. The visualization of Tang poetry can effectively enhance the foreign audience's perception and improve the acceptance of Chinese culture[9]. Additionally, audio simultaneous translation machines can incorporate more translations of Chinese cultural terms, supporting bidirectional conversion between multiple languages and Chinese, thus improving translation service efficiency and dissemination effectiveness. Finally, the translation proofreading system should not only be based on language standard norms but also adhere to real-time updates to the database, providing error alerts to the corpus to enhance translation accuracy and language service quality. In summary, the integration of multi-modal linguistics, machine translation, and communication studies in the era of artificial intelligence provides new ideas, concepts, and methods for the cross-cultural dissemination of Tang poetry. Effective integration between the information technology industry and the language service industry can enhance the ability and effectiveness of Chinese cultural dissemination[10].

4.3 Innovating Language Service Talent Training Pathways

In the context of the big data era, China's language service market is experiencing explosive growth. However, the language service industry faces several challenges: an imbalance between supply and demand for language service professionals, a lack of comprehensive training systems, and a need for innovation in translation technology[11]. It is evident that the traditional single-language translation talent training model can no longer meet the market demands and must be transformed into a model for training composite language service professionals.

Given the significant proportion of international communication in language service market demand, the training of language service professionals must address the needs of international dissemination. Since the external dissemination of Chinese culture in the era of artificial intelligence involves five dimensions—language, translation, culture, technology, and communication—the training of digital language service professionals needs to address these dimensions to enhance the quality of language service personnel. Scholars suggest that, at present, we should shift from

training language professionals to training language service professionals[12]. The aim of language service majors is to cultivate composite talents with an international perspective and national pride, who master interdisciplinary knowledge in linguistics, translation studies, communication studies, and artificial intelligence technologies, and are familiar with the language service industry and international communication strategies. This will enhance various capabilities, including language skills, cultural competence, technical abilities, and diplomatic skills.

Language service professionals are not only traditional translation experts but also technical experts. The training of language service professionals needs to break from traditional translation training models, optimize curriculum structures, and innovate training methods. Firstly, in terms of curriculum, diverse course content should be included, going beyond traditional linguistic subjects to incorporate machine translation, artificial intelligence, neural networks, communication studies, and intercultural studies. Secondly, in terms of training models, a combination of government, industry, academia, and research should be adopted to meet the national strategic needs for cultural dissemination. Strengthening the integration of schools and enterprises, inviting industry mentors for teaching, adhering to the CDIO model (Conceive, Design, Implement, and Operate), emphasizing learning by doing, and reinforcing case studies and practical exercises are essential. Additionally, combining traditional classrooms with virtual simulation classrooms and immersive digital language service practice scenarios will enhance the quality of digital language service professionals.

5. CONCLUSION

China's cultural history is profound and its cultural soft power is robust, making it essential for building the international communication system and discourse system of China. The international dissemination of Tang poetry involves the exchange and communication of information between the source language and the target language within different cultural contexts, requiring support from language translation, language products, and other language services. This enables foreign audiences to subtly perceive the essence of Chinese culture embedded in the language while enjoying language services. Digital language services are a crucial enabler for achieving high dissemination effectiveness of Tang poetry in the international arena. With the support of digital language services, the international dissemination of Tang poetry can overcome the barriers between cultural communication and cross-cultural language dissemination. By integrating language, culture, and communication, a multi-modal framework for layered dissemination of Tang poetry can be established, enhancing its international dissemination effectiveness and aiding in the global outreach of Chinese culture.

COMPETING INTERESTS

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NATIONAL YOUTH ROLE MODELS AND THE NEGOTIATION OF MASCULINITY: THE PATHWAYS TO THE CULTURAL CULTIVATION OF THE FOSTERED IDOLS- A CASE STUDY OF TEENS IN TIMES

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Abstract: Amidst China's Qing Lang movement, characterized by stringent regulations within the entertainment industry, the fostered idols who embrace the philosophy of "fans witnessing idol growth" confront dual crises: immature artworks and female masculinity. The study takes Teens In Times, one of the most successful male idol groups in contemporary Chinese mainland, as the central case. Through a combined methodology of textual analysis of media content and participatory observations within the online fan community, we analyze the legitimate pathways to the cultural cultivation of the fostered idols in the Chinese context. The study finds that through the repositioning of Teens In Times, its identity is legitimized as a youth role model in China. This process facilitates the dissemination and internalization of dominant ideologies among the younger generation, while simultaneously fostering the positive energy within the idol fandom culture. And through portraying of "shonen" and "brotherhood", Teens In Times has demonstrated a hybrid masculinity that intertwines puppy love, chinoiserie, and nationalism. This approach not only addresses the alternative desires of young female fans transcending traditional masculinity norms, but also aligns with the nation's expectations for youth development in the new era, echoing patriotic education and cultural confidence. The study concludes that as a distinctive cultural phenomenon, the fostered idols are the dynamic objects shaped by the forces of the fandom, the capital and the state. These pop idols function as vital junctures, bridging the national mainstream ideological compass with the ever-evolving societal consumption patterns. Furthermore, their celebrity images undergo a process of reconfiguration, negotiation, and cultivation within the intricate landscape of commercial markets and state-orchestrated cultural regulation and governance.
Keywords: Fostered idols; Youth subculture; Masculinity; Entertainment industry; Mainstream culture

1 INTRODUCTION

Teens In Times is a 7-member male idol group launched on November 23, 2019 by Chinese mainland agency Time Fengjun Entertainment, with members aged 14-17 years old at the time of their debut, continuing the concept of "Witnessing an idol grow from an unknown teenager to a shining star" of the company's predecessor, TF Boys. It is worth noting that in the Chinese mainland context, there are two understandings of the concept of "fostering", the first of which is because the talent shows are also called idol fostering programs in the mainland, and "fostering" refers to all the talent show stars who debut as amateurs and rely on their fans to vote for them to debut. The second understanding of the term is closer to the meaning of gradually growing from an "immature state," and refers specifically to groups or individuals who debut from companies that specialize in training trainees and fostered idols, such as Time Fengjun Entertainment. In this article, we focus on the latter. Teens In Times is one of the most successful male idol groups in Chinese mainland in recent years, whose latest digital album, Utopia Boys, released in 2023, sold more than 100 million copies in less than five minutes. From TF Boys to Teens In Times, the three typical features of Times Fengjun's fostering system model are underage males, long-term group and a high degree of fan companionship. Instead of highlighting the production of high-quality media content, Times Fengjun focuses on presenting the idols's true colors and growth processes, such as the cuteness of young boys and the intimate interactions between group members, etc. Heterosexual female fans' love for fostered idols is attributed to "soft masculinity" and "queering stars"[1-3].

However, since 2020, under the Qing Lang movement to regulate the entertainment industry, Chinese mainland has cracked down on idol-fostering variety shows, effeminate cultural aesthetics, and homoerotic media texts, raising the bar at the national level for a complete idol industry model centered on high-quality output from the celebrities, and increasing sensitivity to masculinity, and to normalize the governance of the traffic stars. As mentioned above, the first model has been completely outlawed in Chinese mainland in recent years, and can be considered a landmark event in the strict governance of the traffic stars, including the "Notice on Further Strengthening the Management of Literary and Artistic Programs and Their Personnel" and the "Notice on the Implementation of Comprehensive Governance Work in the Field of Culture and Entertainment" issued by the General Administration of Radio and Television and the Central Propaganda Department, respectively, have meant that tolerance for non-mainstream male aesthetics has been

greatly reduced. The male fostered idols bear the brunt of the sharp contradictions, and the Teens In Times have to deal with the immature idol industry chain where the development of idol culture is lagging behind that of fan culture [4], the ambiguity of masculinity, and the intimate relationships between the members, as well as the continuous negotiation with the fandom and the state forces in order to manufacture the legitimate and charismatic idols in the socialist context. This also leads to the central question of this paper: what makes the fostered idols represented by Teens In Times "negotiable" and therefore "sustainable"?

Most scholars in Chinese mainland study the "fostered idols" from the perspectives of para-intimacy [5], the use of new media technology [6-7], emotional consumption by fans [8], and irrational actions in the fan circle [9], highlighting the decisive role of new media technology in the change of cultural and economic models, but in the end, they often end up only in and return to the critical logic of the political economy of communication linked to the development of digital technology and the monopolization of platforms and the disorderly expansion of capital. International academic research on the fostering system in Chinese mainland is even more lacking, either directly applying the framework of Japanese idol culture to analyze the girl group SNH48 [10], or failing to make a careful distinction among the fostered idols, the talent show stars and traffic stars [11]. Previous studies have paid less attention to the socio-cultural backgrounds of Chinese mainland, especially the impact of changing policies on the entertainment industry on the shaping of idols, which directly influences the mediated presentation of idols and the participation of fans. In addition, the gender factor needs to be specifically discussed, given that women are still a central component of idol fan culture. The researcher argues that Teens In Times is a product of the reconciliation of the female consumer market and the socialist state, and that its commercial success reflects a balance between fan demand and mainstream discourse.

This paper integrates the research methods of textual analysis and participant observation, by interpreting the publicly released works and media texts of the Teens In Times (TNT hereafter) from their debut variety show in 2019 to the present day and observing the fan community on the Sina Weibo platform. The researcher first tries to reposition its identity, secondly goes on to analyze how TNT negotiates masculinity and queerness, and finally summarizes the complex relationship between the state, the idol industry, and fans in the Chinese mainland context. The researcher has closely followed the online fan communities of the group as well as the individual members since January 2020, witnessing the evolution of this cultural commodity, and possessing the accumulation of empirical materials over a long period of time, which helps to enrich the findings of the study. When using the online corpus of unofficial commercial texts in the following article, the researcher follows two different ways of presentation: for the publicly released texts on the Sina Weibo platform, the researcher chooses to quote them directly with quotation marks; for the non-publicly discussed texts within the fan community, the researcher will paraphrase and summarize them without violating the original intention of the fans or hurting the feelings of the community, so as to balance the clarity of the case study and the ethics of the academic research. It should be noted that the original texts used were all written in Chinese and translated into English by the researcher whose native language is Chinese.

2   NATIONAL YOUTH ROLE MODEL: THE IDENTITY OF TEENS IN TIMES

Previous studies have suggested that Chinese mainland's fostered idols were inspired by AKB48 and other sister groups founded by Yasushi Akimoto and the Johnny&Associates. The Japanese fostered idols do not necessarily have to have excellent vocal and dance abilities like Korean professional idols, but rather they win fans' love by witnessing growth and affinity [10]. However, TNT cannot be seen entirely as a mainland version of Japanese idol culture. Compared to Japanese idols, the relationship between TNT and their fans is different, and as a fostered group, they have not fully realized the "accessible and growing idol" after their debut [10], although there is an official Fan club - a mobile app to keep up with the idol's information and to build the online fan community, but the debut is almost synchronized with the COVID-19, there are not many opportunities for activities after 2019. However, there is no need to use the COVID-19 as a reason for the lack of idol professionalism. As early as December 7, 2022, China's State Council has issued the "10 New Measures" for the COVID-19, entering the regular epidemic prevention and control period, and all social activities will no longer be significantly affected by the epidemic. Entertainment programs have also resumed one after another, reactivating the performance market, but TNT's concerts have taken a different route by choosing to be held in more remote coastal cities such as Haikou and Macau, and only twice a year, which seems to make it difficult to satisfy the fans' need for intimacy with their idols. In fact, in observing the online fan community, the researcher found that although new media technology was very conducive to the construction of "para-social relationships", in recent years, due to the conflicting schedules of members' university coursework and their acting careers, as well as the stark contrast in the amount of exposure they receive with other Chinese stars, many fans are no longer satisfied with the limited amount of time available for them to meet their idols. Some even create huge psychological gaps compared to the rich content updates when they "just became fans": "There are fewer stages, no materials, and in addition to some endorsements, I haven't seen any media exposure during the whole summer vacation." "There was no concert last year, shouldn't we step up our planning this year? It's the middle of June and I haven't heard anything new." The chronological description of fans' emotional changes reminds us that using only "para intimacy" and "fans' emotional attachment" as a unique explanation for the TNT's sustainable development model may be too simplistic and unconvincing.

Another explanation for the frequent emergence of mainland idol groups in recent years is the borrowing of South Korean idol talent shows. In 2016, South Korean music channel Mnet launched the first season of Produce 101, the program was a big hit, not only South Korea＇s other domestic TV channels follow suit to produce similar idol talent shows, but also remade in China as＂Idol Producer＂＂Youth with You＂, etc. and harvested a large number of＂idol fans＂[12]. In fact, TNT is indeed a first aid product launched in a timely manner by its agency under the popularity of the Korean talent shows in the mainland, in order to compete for the mainland market that has been seized by the fostered idol groups. To a certain extent, TNT and talent show stars have the same origin. Its debut variety show draws on the common in-house talent show model in South Korea. It was originally expected to select the top 5 from the company＇s 7 trainees to debut, but in the end it was decided by fan voting. All 7 people debut and form a long-term group with ranking. However, there is also a big difference between the TNT and Korean idols, because the latter are produced as national cultural products by entertainment companies through the＂trainee system＂and require years of training to become all-round artists by the time of their debut, thus achieving success in both the local and global markets [12]. This is contrary to the core concept of the fostering system, and in an environment where the physical record industry is in decline, overseas streaming channels are closed, but the domestic consumer market is vast and the pressure of competition is weak, it is also unlikely that the soil for fostering high-quality idols will be able to realize the manufacture of idols like those large-scale South Korean companies. This is also evidenced by analyzing the albums and songs of TNT since their debut. Most of the songs of them were never intended for the international market. Taking the chinoiserie song＂Vermilion Bird＂as an example, the theme of the song is based on the ancient Chinese myth. The lyrics are difficult, and there is no rich story line and plot setting in the music video, leaving a serious cultural discount.

By the standards of the two widely successful operation models in the idol industry in Japan and South Korea, TNT is not mature, neither the＂the work of emotion＂that subverts the unequal relationship between idols and fans in Japanese idol culture [13], nor the＂entertainment industrial system＂in South Korea [14]. Although there are different degrees of imitation to both, they have not reproduced a consistent path in the process of global localization, nor have they explored a universally convincing career path for idols. Their agency, Times Fengjun, has admitted in an apology announcement to fans that＂there is a big gap between us and the mature markets of Japan and Korea.＂This sentence actually reveals rich information from the side about the asynchrony between domestic idol culture and the fan culture in Chinese mainland [4]. And this is the reason why many studies have followed the theory of political economy of communication to interpret the relationship between idols and fans in China＇s pan-fostering system: the digital technology and social media platforms empowering fans to selectively manufacture idols, although seemingly holding the initiative, the search for subjective identity is the result of fan labor being exploited by industry capital that emphasizes economic interests over social benefits and cultural responsibility.

However, the above concerns have come to an abrupt end, ignoring further discussion: firstly, idols created by fans that do not match the mature industry model will always be caught in the controversy of＂traffic stars＂, which is not conducive to the long-term healthy development of the media and culture industry, and in recent years has become a typical target of national governance. Secondly, fans can naturally distinguish between＂traffic stars＂benefiting from the fan economy and well-known singers and actors born from the traditional star-making system. The latter＇s success is considered to be the return of artistic talent [14], fans do not have much qualification to blame, the former highlights the fan consumption power in the cultural and entertainment industry[15]. However, previous studies have focused more on the unconditional love from the fans, but in fact, the strong controversy encountered by the former will also negatively affect the fans＇persistent identity. And the fans have the possibility of self-stigmatization and reduced sense of belonging. There are also opportunities for fans to imagine the possibility of resisting capital and regaining power through the identity boundary work and relationship reversal of＂breaking up with the idols＂or even＂canceling the celebrities＂[16]. This is precisely the awkward situation faced by TNT, in which two questions need to be answered: first, can idols dependent on the fan economy have the opportunity to seek the legitimacy of a larger circle to survive, and how does the TNT differentiate themselves from the traffic stars and talent show stars that have been explicitly rectified in recent years? Secondly, as the primary supporters, how do fans maintain the psychological needs and identities that are centered on the highly stigmatized idols? Therefore, it is necessary to reposition the identity of TNT, which is a Chinese sample formed after hybridizing Japanese and Korean idol cultures, and is not only fan-based and culture industry-based, but also nation-based.

On the surface, TNT＇s representation of Chinese pop culture is in a state of ambivalence, although their work actually lacks international competitiveness, or more accurately, a temporary lack of cross-cultural communication ability, and has not achieved the effect of exporting Chinese culture to the outside world. However, this does not prevent them from becoming national idols and appearing on important occasions, such as the 2021 CCTV Spring Festival Gala, just one year after their debut. In terms of the usual standards of judgment, the traffic stars are＂not worthy of their position＂. However, the definition of the＂national＂value of pop idols should be viewed from a different perspective, as their cultural value is not only to let the international community and the general public understand the voice of China, but also to let the youth netizens accept the mainstream culture. As scholars have said,＂mainstream media + traffic stars＂is a typical mainstream value dissemination model [17]. And the publicity value of the mainstream discourse bridges the immaturity of idol works, because this is the youth pop culture that should be mainstreamed in China. The Chinese government needs pop idols that do not transgress the boundaries of the national discourse, and will give media

exposure to youth idols with a large fan base and the potential to positively influence [18]. As in the case of the TNT, they have sung songs to promote the spirit of the 19th Fifth Plenary Session of the Central Committee of the Communist Party of China (CPC), and songs celebrating the spirit of the manned space program. Obviously, these are not market-oriented pop music, but softens the seriousness of national mainstream ideological guidance and dissemination [17], which not only helps to promote the formation and internalization of concepts among youth groups, but also indirectly enhances the recognition and reputation of TNT in the entertainment industry.

Therefore, as a group that has to maintain recognition at the national level, both TNT and its fans need to actively support national policies. Firstly, fans would readily embrace the national regard and praise for youth idols. The endorsement by mainstream media rationalizes the idol's identity, and they would collectively participate in this national pop culture project with a heightened sense of collective honor towards the nation [19]. Even though the identity of the fans varies within the fandom, there is a consensus on the title "China's No. 1 Boys' Group" and the status is maintained through material and emotional support. Fans emphasize the differences between TNT and other talent show stars. One of the most important points is that although they debuted at a young age, they are "part-time", have not neglected their studies, are unlikely to ruin their reputation. They are role models who are good at both skills and education. Taking the college entrance exams and going to college is a necessary part of the fostered idols, and it is more important to be a Chinese teenager with communist background and a good socialist art worker than to be a professional idol.

Secondly, the Qing Lang movement launched by the State in May 2020 cracks down on "worshiping the idols without ethical boundary", including the banning of offline fan support and gatherings. In order not to hinder the development of their idols in Chinese mainland, fans will consciously support the state's regulations and accept the control of irrational behaviors. For example, when the fan community discussed why they chose to hold concerts in more remote coastal cities such as Haikou and Macao, some fans concluded that holding concerts in mega-cities such as Shanghai and Guangzhou might cause large-scale crowd gatherings and disruption of social order, while others self-analyzed that the negative online public opinion events in the past led to the local administrations having to tighten up the approval of TNT concerts: "Don't mess around, so we can meet more often, or it will directly affect the approval process, and we won't be approved anywhere. Don't gather off-site, don't support them irrationally!!!" "Calm down, don't be impulsive, the public order is definitely one of the considerations. If we perform well this time, there will be more and more offline activities in the future." They believe that the huge number of fans, which is difficult to manage in a unified manner, makes it necessary for TNT to be more careful in planning their schedules. The barbaric growth and rapid development of the irrational fan circle makes the smooth and orderly development of idols full of uncertainty. Under the support of national arrangement and idol's career development, the moderate compromise and sacrifice of fans' experience and the constrains on behaviors have evolved into: under the positive influence of youth idols, fans follow them to practice "positive energy" [20], which will ultimately return positively to the idols themselves.

From the above observations, we can see that the state seeks youthful expressions of mainstream values by means of "articulation". Pop idols and their fans, on the other hand, cooperate with the national discourse by means of "attachment" and "self-discipline". "Attachment" legitimizes the idol's professional identity, while self-discipline transfers and undertakes the contradictions of the idol's identity by recognizing and correcting irrational fan behavior. At the national level, macro-policies on the entertainment industry transformed into more practical ways of managing the anomie of the fandom. Pop idols become an intermediate link between mainstream culture and youth subculture, achieving a more pronounced cultural governance effect. Fans also do not weaken their emotional identification with the idol and gain a higher level of value recognition. Finally, as a male idol group, the following section discusses the gender dimension, another focus of governance in the entertainment industry in recent years. The researcher will focus on how TNT negotiated masculinity in the face of the crackdown on effeminate cultural aesthetics and queer media texts.

3   NATION AND YOUTH: THE HYBRID MASCULINITY OF TEENS IN TIMES

As a group of beautiful teenagers, the most criticized thing about TNT, apart from the lack of quality works, is the lack of masculinity. Feminine young male stars are labeled as "sissies" by the official media in Chinese mainland [2]. Therefore, born under the socialist state system and responsible for leading the mainstream values, TNT must perform appropriate masculinity to avoid direct conflict with the mainstream discourse.

However, because the young fans of TNT are basically biological female, they are not destined to perform the hyper-masculinity. Scholars have pointed out that, under the influence of transnational cultural flows between Japan and South Korea, "Pan-East Asian soft masculinity" has become popular in Chinese mainland's fan culture since 2010, referring to young, good-looking, handsome, and feminine male idols [2]. It has evolved into the term "little fresh meat" in China. Female fans project their emotional pleasure on the consumerist culture of male beauty [21], which not only reflects young Chinese women's fantasies about new masculinity, but also reflects the changing gender power relations in Chinese society. In a sense, the aesthetic appeal and "selling point" of fostered idols is the presentation of soft masculinity. And if the national discourse is not adapted to the cultural context, then the idols will lose the flourishing female-oriented market. For example, fans were once disgusted and skeptical when they first heard the title

of TNT new song, "Men's Song," before they even saw the stage performance. They felt that the word "men" was too masculine and straightforward, and did not take into account the audience psychology of female fans and diverse gender demands: "While I was still trying to change the outrageous views of those around me about how men with long hair aren't masculine, my idol came out with a song to pander to so-called national policy. It was really ironic." They are also not allowed to perform overly sexy masculinity, underage means that they have to be desexualized [22], and the presentation of sexy masculinity often means that there has to be a female partner. Although it is easy to establish the dominant gender image in gender relations, it is less acceptable to fans who see male idols as "lovers" [23-24]. At the Macau concert held in November 2023, even though the TNT were all adults at this point, some fans expressed extreme dissatisfaction on social media platforms after the three members and three female backup dancers completed their collaborative stage in close proximity to each other: "Honestly I am okay with male idols having close interactions with girls at work. But I don't understand, knowing that most people can't accept the presence of girls, why they added girls in the performance?"

So how does the TNT perform appropriate masculinity and negotiate it with the state and their fans? The researcher used songs and performance videos from the TNT's two digital albums as texts to analyze their performances of masculinity, and found that they display a hybrid masculinity that mixes puppy love, chinoiserie, and nationalism.

"Desexualized" does not mean that love is shunned. Since their debut there has been no shortage of songs with love as the main theme, but the expressions of love are simple and naive, and can be interpreted as romantic fantasies of those who have not really experienced an intimate relationship. The referent objects of all the lyrics are generalized heterosexuals, weaving sweet dreams belonging to the fans. TNT also connect masculinity to the discourses of teenager and the nation. TNT likes to emphasize the concept of "shonen": "I often wonder if the emergence of TNT will redefine the connotation of shonen, full of tension and courage, with the unique appeal of the transition between boy and man. Being in the flood of the entertainment industry has never dulled their curiosity and innocence about the world." There is no clear academic definition of "shonen", but combining the discourse in the fan community and Wikipedia's definition, teenager means a human being aged between 12-17, it can be seen that shonen refers to a stage in life where secondary sexual characteristics are not yet fully revealed. As a group that promotes itself as shonen, TNT has avoided the strong controversy over "sissy" and the strict scrutiny of "masculinity". The "teenager" and "man" are not subject to the same set of judgment standards, and "shonen" does not emphasize the importance of gender in the Chinese context [25], they only need to display a healthy, positive and innocent youthful image. As females, fans like biological males who are "not yet a man", not only not escaping the heteronormative presuppositions, but also compensating for the disappointment of older mature males in real life. From the perspective of consumer value perception, the discourse rhetoric of "shonen" also masks the commodity nature of the group and lowers the threshold of cultural practice, packaging the group as brave teenage dreamers rather than capitalist profit-making puppets and perfect but impersonal media persona symbols.

The fusion of national styles and ethnic cultures in the songs also allows for a presentation of masculinity that is not limited to physical masculinity and toughness. The Chinese ideal of masculinity is conceptualized as "wen-wu", meaning that men should couple strength and gentleness, and shoulder the responsibility for the future of the nation-state [2]. This challenges the monopoly of hegemonic masculinity and provides a negotiable space. For example, on the stage of the performance of the national style song "Enchanted", the members of the TNT wore orthodox hanboks and casual pants, and their clothes were all in pink and white. They interpreted the elements of the new Chinese national trend, which embodied the "new national romance" of the integration of national classics and modern popularity, and the inheritance of the national cultures made it possible for the "male beauty" to be allowed under the hegemonic gender politics that highlights binary gender temperament. Through the hybrid masculinity performance mentioned above, not only does it cater to the country's expectations for the growth of young people in the new era, but it also recites patriotic education and national cultural confidence. And it does not make fans feel uncomfortable in any way. The close overlap of masculinity and nationalism, and the consistent unity of the group's persona and song styles, on the contrary, differentiates the group from other idols that blindly follow Japanese and Korean fashions, and strengthens the emotional cohesion of the fans towards the "domestic idols".

4   THE AMBIGUOUS IMAGINATION OF QUEERNESS IN THE NARRATIVE OF "BROTHERHOOD"

The subversion of male aesthetic hegemony by female fans is reflected both in the preference for young, handsome boys and in the outlining of romantic narratives between men [2]. Fans of TNT not only pay attention to the single members, but are also attracted to the "CP".   Queer fans are important contributors to contemporary pop culture, and the commercialization of same-sex intimacy is common [26-27]. However, with increasing sensitivity to queer media texts, there is also a need to negotiate the controversy of "queer-baiting" [28]. The TNT exemplify how the same-sex intimate relationship can be integrated into the narrative of "brotherhood".

Brotherhood is a big part of what Time Boys present through the medium, and the friendly interactions between the members are a big focus of the group. Since there are 7 members in the group, when there is a need for group activities, the group is also divided into 2, 2 and 3 members to ensure that no one is left behind and that there are shots of multiple people interacting with each other. From the debut of the group's slogan is "TNT go forward side by side", each debut

anniversary will emphasize that the focus on team development, which is also the core essence of the fostered idols. Through the company and the fans recording the growth of the young people, they are more like good brothers growing up together rather than colleagues. The seven members joined the company in 2013-2017, and the long hours spent together not only accumulated a deep sense of brotherhood, but also provided fans with the "realistic background" for writing fan fictions with the uninterrupted material before their debut. The popular CPs of TNT have a large number of fans, and many of their homoerotic stories are based on how they met in reality. Therefore, although the company has even specifically induced fans to pay money to vote for a duo that they want to have a collaboration stage, there is no explicit hint that there is same-sex love in the group, but only continues to prove and make fans believe that the whole group is "very lovely", that any two people have a good relationship, and that the group is worthy of being loved [29]. Using "brotherhood" as a cornerstone of male idol groups is a wise choice, not only opening up a hidden space in the queer narrative, but also because brotherhood and teamwork are, in turn, symbols of masculinity, weakening the association of femininity with queer stereotypes [30]. In addition, the Qing Lang movement has expressed the need to rectify "fan conflicts", "blind consumption", and so on, in the Chinese mainland fan circle. At this time, there are two additional benefits of emphasizing "brotherhood": first, under the frequent discourse conflicts among only fans, CP fans, and group fans, it at least reflects the company's positive guidance to the fans, with no intention to exacerbate the conflicts between the fans, and expresses its support for the national policy. Secondly, "brotherhood" symbolizes the material or spiritual existence of the group. The survival of the group determines the basis of the idol's professional identity. This expresses the symbolic importance that the company places on the idol's professional development.

The interactions of the TNT aren't typical queer narrative either. In other words, when they do interact, they don't really cross any lines with each other. Take for example the "Xianglin CP" (Yan Haoxiang and He Junlin, both are members of TNT), who have performed together many times. When preparing for their collaborative stage performance, He Junlin had trouble grasping the emotion of the song, and Yan Haoxiang told him, "We're singing to our fans, but I'm singing to you." The highlights video released by the official account did not subtitle the latter line, though it did not delete the sound. Fans can accomplish the imagining of queer intimacy under the framework of friendship, or they can chalk it up to the fact that it is just imagination rather than reality, and does not really affect the idol's sexual orientation. Queer fans are looking for evidence and seeking pleasure in media texts where same-sex desires and romantic interactions actually don't exist under the dominant ideology [30]. Yan Haoxiang and He Junlin went to the hospital to experience labor pains under the arrangement of the company. When He was nervous, he extended his hand and Yan saw it and held it back, showing He's dependence on Yan and Yan's concern for him. In this relationship, He is portrayed by fans as an "androgyny" and Yan as a doting husband. But the context of the story is this: a man goes to experience a woman's labor pains. The subtle ambiguity has been successfully transformed into the excellent qualities and caring masculinity of a male idol who is willing to persevere even if he is afraid of pain, and who is considerate to women. The same-sex physical and emotional intimacy generated between idols was eventually resolved by transforming into heterosexual relationships without violating media supervision. Thus, for the CP fans of TNT, they enjoy not only the romantic queer story, but also the female gaze of two males. This avoids a potential crisis in a social context where same-sex real intimacy is strictly prohibited. The plausible queer plot strikes a harmonious balance between fans and capital. Capital does not need to risk too much to break through state constraints, and fans have ample room for free play.

5   CONCLUSIONS

As a boy group that promotes the idea of "fans witnessing the growth of idols", TNT has encountered a double crisis of an imperfect idol industry model and blurred masculinity under the Qing Lang movement that strictly regulates the entertainment industry. Through the repositioning of TNT, the group's identity has been legitimized as a youth role model in Chinese pop culture, and its endorsement of mainstream discourse has bridged the immaturity of the idol industry, and has called upon the fans' sense of national pride and fostered a positive fan culture. Through their performances of "shonen" and "brotherhood", the TNT have demonstrated the hybrid masculinity of puppy love, chinoiserie, and nationalism. By integrating same-sex intimate relationships into friendships and romantic narratives of the opposite sex, they not only compensates for fans' dissatisfaction with hegemony masculinity and reserves space for fans' creative practices, but also does not deviate from the constraints of the heteronormativity, and realizes a balance of masculinity and queerness between fans' needs and national requirements.

The research endeavors to uncover the cultural connotations of the term "fostering", aiming to transcend the "empowerment-exploitation" dichotomy that has dominated Chinese idol fan studies during the post talent shows era, which is heavily influenced by theories of the political economy of communication. This study emphasizes the temporal context and the multiplicity of power dynamics. By considering fostered idols as unique cultural phenomenon, it complements the existing cultural studies approach by offering a more nuanced examination of these practices within the broader landscape of popular culture. The study concludes that the fostered idols are the dynamic objects shaped by the forces of the fandom, the capital and the state. Male celebrities themselves are typical micro texts in Chinese entertainment industry. These pop idols serve as the meeting points that bridge the national mainstream ideological

direction with the evolving societal consumption trends. Furthermore, the images of the celebrities are reconfigured, negotiated, and fostered within the realm of commercial markets and state-driven cultural regulation and governance.

COMPETING INTEREST

The authors have no relevant financial or non-financial interests to disclose.

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STUDY ON THE PATH OF INTEGRATING ZHAOQING RED CULTURE INTO THE GREAT IDEOLOGICAL AND POLITICAL CLASSES OF LOCAL COLLEGES AND UNIVERSITIES UNDER THE PERSPECTIVE OF CULTURAL PARENTING

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Abstract: As a precious heritage of Chinese revolutionary history, red culture contains rich educational resources and ideological connotation. The integration of red culture into the education system of "big ideological and political class" in local universities can not only enhance students' sense of historical responsibility and patriotic feelings, but also improve the effectiveness of ideological and political education. The purpose of this paper is to explore how to effectively integrate Zhaoqing red culture into the "big ideological and political class" of local universities, so as to enhance the effect of cultural education. Through literature research, fieldwork and interviews, this paper analyzes the uniqueness of Zhaoqing's red culture and its educational value, and puts forward a red culture integration path and implementation strategy suitable for local universities. It is found that by optimizing curriculum design, innovating teaching methods, strengthening teacher training, expanding educational platforms and enhancing collaborative cooperation, the effectiveness of red culture education can be effectively improved and the ideological and political literacy of students can be enhanced.
Keywords: Cultural education; Zhaoqing red culture; Big ideology course; Educational paths

1   INTRODUCTION

The 46th UNESCO World Heritage General Assembly in New Delhi, India, adopted resolutions to include "The Beijing Axis - Masterpiece of the Ideal Capital Order in China" and "Badanjilin Desert -Sha Shan Lake Complex" and "Migratory Bird Habitat in the Yellow (Bohai) Sea of China (Phase II)" on the World Heritage List. The total number of China's World Heritage Sites has reached 59, ranking among the top in the world. China emphasized that we should take the success of the inscription as an opportunity to further strengthen the holistic and systematic protection of cultural and natural heritage, effectively improve the capacity and level of heritage protection, and safeguard the cultural treasures and natural treasures of the Chinese nation. It is necessary to continuously strengthen the inheritance and utilization of cultural and natural heritage, so that it can be revitalized and blossom in the new era, and better meet the people's needs for a better life. We should strengthen international exchanges and cooperation in the field of cultural and natural heritage, and make new and greater contributions to the practice of global civilization initiatives and the promotion of the building of a community of human destiny with practical actions[1].

As socialism with Chinese characteristics enters a new era, cultural education has gradually become an important content of ideological and political education in colleges and universities[2]. Red culture, as an important part of the excellent traditional Chinese culture, has special educational significance in the new era. Zhaoqing is the birthplace of Guangfu culture and Cantonese language, has been the center of rectification, economy and culture of Lingnan region for many times in history, and is also one of the earliest intersections of Central Plains culture and Lingnan culture, and Western culture and traditional Chinese culture, and has rich red cultural resources. How to effectively integrate the red culture of Zhaoqing into the "big ideological and political class" of local universities is an important topic that needs to be studied in the field of ideological and political education. Cultural education is not only the teaching of knowledge, but also the cultivation of cultural literacy and values. Red culture has a unique position and role in ideological and political education, and its rich history and revolutionary spirit can inspire students' patriotic enthusiasm and sense of social responsibility[3]. Therefore, an in-depth study of the educational value and implementation path of Zhaoqing red culture is of great significance for improving the quality of ideological and political education in local universities. By the end of 2023, Zhaoqing has 6 national key cultural relics protection units, 41 provincial cultural relics protection units, 220 municipal and county cultural relics protection units; 3 representative items of national intangible cultural heritage, 24 representative items of provincial intangible cultural heritage, and 51 representative items of municipal intangible cultural heritage.Zhaoqing has various types of red cultural resources and it can be seen in the table 1 below.

Table 1 Red Cultural Resources in Zhaoqing

taxonomy	name	position	value of the Civic and Political Parenting

	Plum Nunnery	Duanzhou	Aesthetic, Historical, Scientific, and Artistic Values
	Deqing Academy	Deqing	The oldest Confucius Temple in the South
national	Yuecheng Longmu	Deqing	deep culture of architecture and praying
flagship	Ancestral Temple		
point of	ZhaoqingAncient City	Duanzhou	Millennium "Zhaoqing Prefecture" city lineage
reference	Wall		
	Seven-Star-Rock Cliff	Duanzhou	the highest quality stone carving group in the South
	Carving		
	YeTing'sIndependent	Duanzhou	Inheriting the Red Gene of the Iron Army
	Regiment (military)		
national	Duanxi stonemade	Duanzhou	Craftsmanship, artistic value and humanistic value
nonlegacy	Yuecheng Dragon	Deqing	cultural identity, religious folklore, historical value
project	Mother's Birthday		
	Gao Yao Chun She	Gao Yao	cultural inheritance, family and national identity
Revolutionary	Shigang Battery	Duanzhou	Military history, national cohesion
Sites in	Reading River Tower	Duanzhou	history and refining character
Guangdong	Li Qiao tower	Duanzhou	mission and rejuvenate the nation
Provinc	Gao Yao Academy	Duanzhou	spirit of the Iron Army
	Xijiang Committee	Duanzhou	history and national education
Zhaoqing	Revolutionary martyr	Gao Yao	honoring ancestors and heroes
Patriotic	YeTing Regiment	Gao Yao	Red and Revolutionary Tradition
Education	Shapu Monument	Dinghu	Patriotism, socialist core values
Base	Shapu Station	Dinghu	Patriotic and Defense Education

2 THEORETICAL BASIS OF CULTURAL EDUCATION AND RED CULTURE

2.1 Concepts and Responses to Cultural Nurturing

Cultural education refers to the enhancement of people's ideological and moral qualities and the promotion of their comprehensive development through cultural inheritance and innovation[4]. It emphasizes the core position of culture in education, and believes that culture is not only a carrier of knowledge, but also a source of values and behavioral norms. The goal of cultural education is to cultivate new-age youth with cultural confidence, moral cultivation and a sense of social responsibility. Cultural education covers a variety of aspects, including the teaching of cultural knowledge, participation in cultural activities and the realization of cultural spirit. Through cultural nurturing, students can enhance their cultural identity, improve their cultural literacy and establish correct values and outlook on life through rich cultural experiences. For example, by participating in activities such as celebrating traditional festivals, reading classic literary works and attending cultural lectures, students are able to receive cultural inculcation in a subtle manner. Cultural education also emphasizes the interactive relationship between education and culture. Education not only teaches culture, but also constantly innovates and enriches cultural connotations in the process of teaching. Through educational activities, students are able to gain a deep understanding of the historical origins and development of culture, so that they can better pass on and carry forward outstanding cultural traditions in contemporary society.

Cultural nurturing can be realized in three ways: through cultural curricula, participation in cultural activities, and the creation of a cultural environment: rich cultural courses, such as history, literature, and art, are offered in school curricula, so that students can systematically learn and understand the connotations and essence of culture. Encourage students to participate in various cultural activities, such as drama performances, concerts, art exhibitions, etc., to enhance their perception and understanding of culture through personal experience and participation. Create a strong cultural atmosphere on campus, such as setting up cultural corners and building cultural corridors, so that students can feel the culture in their daily lives at any time and anywhere.

2.2 Concept and Characteristics of Red Culture

Red culture is an advanced culture with Chinese characteristics formed in the course of revolution, construction and reform[5]. It takes Marxism as its guiding ideology, contains the core values of patriotism, collectivism and socialism,

and is a valuable spiritual wealth of the Chinese people. Red culture has a distinctive epochal, regional and inherited nature. The main characteristics of red culture include revolutionary, advanced and mass. The revolutionary nature is reflected in the struggles and sacrifices in the process of its formation, the advanced nature is reflected in its guiding ideology and values, and the mass nature is reflected in its close connection with the people. Red culture was born in the era of China's revolutionary war, and is the cultural crystallization of the victory achieved by people through arduous struggle. It embodies the spirit of selfless dedication and heroic struggle of the revolutionary martyrs. Through red culture education, students can understand the revolutionary history, feel the great spirit of the revolutionary martyrs, and enhance their patriotic sentiment and national pride. Red culture takes Marxism as its theoretical foundation, advocates socialist core values, and has the advanced nature of leading social progress and development. It emphasizes fairness and justice, solidarity and cooperation, and common prosperity, and has a powerful thought-leading effect. Through red culture education, students can establish correct values and outlook on life, and enhance their sense of social responsibility and historical mission. Red culture is rooted in the life and struggle practice of the masses of people and is the crystallization of their wisdom. It is spread in an easy-to-understand form and has a broad mass base and deep social influence. Through red culture education, students can understand the struggle of the people, feel the wisdom and power of the people, and enhance their concept of the masses and sense of service. The inheritance methods of red culture include three aspects: field trips, literary and artistic works, and theme education. Students are organized to visit red sites and memorial halls, etc. Through field trips, students can have a more intuitive understanding of revolutionary history and revolutionary spirit. Through watching red film and television dramas and reading red literary works, etc., students can feel the power of red culture under the influence of art. Carry out lectures and presentations on red themes, etc., so that students can have a deeper understanding of the connotation and value of red culture through the explanations of experts.

2.3 Uniqueness and Educational Value of Zhaoqing Red Culture

Zhaoqing is rich in red cultural resources, such as the former sites of the CPC Xijiang Special Committee and transportation, and the former site of the command of the Ye Ting Independent Regiment. These red cultural sites not only record the heroic deeds of the revolutionary martyrs, but also embody the indomitable spirit of struggle and resilience of the Chinese nation, which is of great educational significance to contemporary college students. The uniqueness of Zhaoqing red culture lies in its distinctive local characteristics and rich historical deposits. Zhaoqing red culture has strong local colors, such as unique stories of revolutionary struggle and important revolutionary sites. Through the in-depth excavation of these local characteristics, the red culture education can be made more vivid and specific and close to the reality. Zhaoqing has witnessed the important activities of many revolutionary martyrs, and through studying and inspecting these historical sites, students can understand the revolutionary history more concretely. The red culture of Zhaoqing contains rich historical connotations, such as the heroic deeds of revolutionary martyrs and the glorious course of revolutionary struggle. Through an in-depth understanding of these historical deposits, students can gain a deeper understanding of the great course of the Chinese Revolution and the lofty value of the revolutionary spirit.

The educational value of Zhaoqing red culture lies in its ability to stimulate students' patriotic passion and social responsibility, and to cultivate their sense of historical mission and spirit of commitment. Through studying the red culture of Zhaoqing, students can deeply feel the selfless dedication of the revolutionary martyrs, so as to inspire them to inherit and carry forward the revolutionary spirit in the struggle of the new era. In addition, the educational value of Zhaoqing red culture also lies in its ability to promote students' identification with local history and culture and enhance their cultural self-confidence. Through the in-depth study of local red culture, students can recognize the unique charm of their own regional culture with greater pride, thus enhancing their sense of identity and belonging to Chinese culture. Through the study of the revolutionary history of Zhaoqing, students can better understand the important position and role of Zhaoqing in the Chinese Revolution, thus enhancing their sense of local pride and cultural identity[6].

Cultural education and red culture have an important theoretical basis and practical value in ideological and political education in colleges and universities. Through in-depth research and excavation of red cultural resources in Zhaoqing, it can effectively enhance the educational effect of "big ideological and political education" in local universities and promote the overall development and growth of students.

3 THE NECESSITY OF INTEGRATING ZHAOQING RED CULTURE INTO THE "BIG IDEOLOGICAL AND CULTURAL COURSE"

There is an important necessity to integrate Zhaoqing red culture into "big ideology and culture course". It can not only improve students' ideological and political literacy, enrich the teaching content of the "big ideological andcultural class", promote local red culture, but also enhance the characteristics and competitiveness of local universities. Through this educational path, it can realize the organic combination of cultural education and ideological and political education, and cultivate high-quality talents with cultural self-confidence, moral cultivation and social responsibility for the new era.

3.1 The Need to Enhance the Ideological and Political Literacy of Students

Under the background of globalization and informatization, college students are facing a complex and changing social environment, and their ideological concepts and value orientations are diversified[7]. By integrating the red culture of Zhaoqing into the "Great Ideology and Culture Class", it can help students establish a correct worldview, outlook on life and values, and enhance their ideological and political literacy. Red culture, with its rich historical connotation and revolutionary spirit, can effectively guide students to form correct values and resist the attack of undesirable trends. Through studying the red culture of Zhaoqing, students can have a deeper understanding of the history of the Chinese revolution and the achievements of socialist construction, so as to strengthen their faith and belief in socialism with Chinese characteristics. By studying the revolutionary heroes in Zhaoqing Red Culture, students can feel the great sacrifices and contributions made by the revolutionary martyrs for the independence of the nation and the liberation of the people, thus stimulating their patriotic feelings and sense of social responsibility. As an important part of local culture, Zhaoqing red culture can provide students with a sense of closeness and identity, so that they can receive ideological and political education in a familiar cultural background. This kind of education is closer to the actual life of students, and is more likely to cause them to resonate and think.

3.2 The Need to Enrich the Teaching Content of the "Great Civic and Political Science Course"

As an important platform for ideological and political education in colleges and universities, the teaching content of the "Great Ideological and Political Class" should not only cover the basic theory of Marxism and the achievements of China's socialist construction, but also make full use of the local red cultural resources to enhance the effectiveness and attractiveness of the teaching[8]. The red culture of Zhaoqing, as a local characteristic culture, can enrich the teaching content of "Great Ideological and Political Education" and enhance students' interest in learning. By integrating the red culture of Zhaoqing into the "big ideological and political class", the teaching content can be closer to the students' life and reality, and more vivid and vivid. Specific examples and vivid stories of red culture can enhance the attractiveness of the classroom, so that students can receive ideological and political education in a relaxed and pleasant atmosphere. By telling the stories of revolutionary struggles in Zhaoqing, students can understand the revolutionary history and revolutionary spirit more intuitively, so as to deepen their understanding and recognition of the content of ideological and political education. The integration of Zhaoqing's red culture can also make the "Great Ideological and Political Class" more diversified and three-dimensional. Carrying out field trips, visiting red sites, watching red movie and television works and other forms of teaching activities can make students feel and experience the red culture in practice, thus enhancing the effectiveness and infectious force of education.

3.3 The Need to Promote Local Red Culture

Red culture is an important part of the excellent traditional Chinese culture, and its inheritance and promotion are of great significance to the enhancement of national self-confidence and cohesion[9]. By integrating the red culture of Zhaoqing into the "big ideological and political class", not only can it promote the local red culture, but also can promote the deep integration of local culture and college education. Promoting red culture is not only the respect and inheritance of history, but also the responsibility and bearing of contemporary society. Red culture education can enhance students' sense of historical responsibility and social mission, so that they can inherit and carry forward the revolutionary spirit in the struggle of the new era and contribute to the realization of the great rejuvenation of the Chinese nation. By learning the revolutionary spirit and struggle in Zhaoqing red culture, students can be inspired to overcome difficulties and make positive progress in their study and life, so as to cultivate their resilience and spirit of struggle. By integrating the red culture of Zhaoqing into the "big ideology and culture course", the cultural influence and social reputation of local universities can also be enhanced. As important transmitters and inheritors of local culture, local universities have important social responsibilities and historical missions. By promoting the red culture of Zhaoqing, it can enhance the cultural influence and sense of identity of local universities in the society, and further promote the inheritance and development of local culture.

3.4 The Need to Enhance the Characteristics of Local Universities and Colleges

Local colleges and universities in Zhaoqing should make full use of local red cultural resources to form an ideological and political education system with its own characteristics. As a local characteristic culture, Zhaoqing red culture can become an important content and highlight of ideological and political education in local universities, and enhance the characteristics and competitiveness of local universities. Integrating Zhaoqing red culture into the "big ideological and political course" can make the ideological and political education of local colleges and universities have more local characteristics and practical significance. Offering special courses on Zhaoqing red culture can make students understand the local revolutionary history and the connotation of red culture, so as to enhance their sense of identity and sense of belonging to the local colleges and universities. By organizing students to participate in red culture practice activities, it can make them feel and experience the local red culture in practice, so as to enhance their learning interest and educational effect. The running characteristics of local colleges and universities are not only reflected in subject settings and scientific research achievements, but also in the content and form of ideological and political education[10]. By integrating the red culture of Zhaoqing into the "Great Ideological and Political Class", the ideological and political education of local universities can be more characterized by regional and contemporary features, thus enhancing their running characteristics and core competitiveness.

4 THE PATH AND IMPLEMENTATION STRATEGY OF INTEGRATING ZHAOQING RED CULTURE INTO "BIG IDEOLOGICAL AND POLITICAL COURSES

Integrating the red culture of Zhaoqing into the "big ideological and political class" requires various paths and implementation strategies, such as optimizing curriculum design, innovating teaching methods, strengthening teacher training, expanding educational platforms and strengthening collaborative cooperation. Through these measures, the effectiveness and attractiveness of red culture education can be effectively enhanced to cultivate high-quality talents of the new era with cultural self-confidence, moral cultivation and sense of social responsibility.

4.1 Optimizing Curriculum Design and Strengthening Red Cultural Content

In order to effectively integrate the red culture of Zhaoqing into the "Great Ideological and Political Science Course", the first step is to optimize the design of the courses and strengthen the content of the red culture. In the ideological and political education courses, specialty-related courses and general education courses, special courses on red culture are set up, in-depth excavation and explanation of the historical background, important events and revolutionary spirit of Zhaoqing's red culture. Increase the content related to Zhaoqing red culture, make red culture an important part of the curriculum, and introduce in detail the history of revolutionary struggle in Zhaoqing area. Prepare and publish teaching materials and reading books related to Zhaoqing red culture to provide teachers and students with systematic learning materials. At the same time, multimedia technology is utilized to produce rich and diverse teaching resources, such as video, audio and graphic materials, to enhance the vividness and attractiveness of the courses.

4.2 Innovative Teaching Methods to Enhance the Effect of Red Culture Education

Innovative teaching methods are an important way to enhance the effect of red culture education, through diversified teaching methods, students' learning interest and participation can be enhanced. Teaching through vivid and specific cases of red culture makes students understand the connotation of red culture more intuitively. Tell the heroic deeds of revolutionary martyrs in Zhaoqing area, show their heroic struggle and selfless dedication, so that students can feel the great power of revolutionary spirit. Adopt interactive teaching methods such as discussion, debate and role-playing to enhance students' sense of participation and experience. Organize students to discuss the historical significance and practical value of Zhaoqing's red culture in groups, and carry out revolutionary history situational drama performances, so that students can deepen their understanding of red culture in interaction. Organize students to visit red sites, memorial halls, etc. to enhance their perceptual understanding of red culture through field trips. Organize students to visit revolutionary sites such as the former site of the CPC Xijiang Special Committee and Transportation and the former site of the command headquarters of the Ye Ting Independent Regiment, etc. Through on-site explanations and experiential activities, students can immerse themselves in the revolutionary history and the revolutionary spirit.

4.3 Strengthening Teacher Training and Improving Teachers' Literacy in Red Culture

Teachers are the main force of ideological and political education, and improving teachers' red cultural literacy is the key to ensuring teaching quality. Teachers are regularly organized to participate in special training on red culture, and experts in red culture research and descendants of revolutionary martyrs are invited to give lectures and exchanges, so as to enhance teachers' understanding and awareness of red culture. Cooperate with local history research departments to carry out lectures and seminars on the topic of red culture, so as to improve the professional level of teachers. Encourage teachers to go deep into the red cultural sites and memorial halls and conduct field trips and research to improve their perceptual understanding and practical experience of red culture. Organize teachers to visit revolutionary sites in the Zhaoqing area and carry out on-site teaching and research activities to enhance their practical teaching ability. Encourage teachers to carry out academic research on red culture, write and publish related papers and works, and enhance their academic level and influence. Set up a special fund for red culture research to support teachers to carry out in-depth research on red culture and promote the innovation and development of red culture theory.

4.4 Expanding the Educational Media Platform and Enriching the Forms of Red Culture Education

Utilizing diverse educational integrated media platforms and forms can expand the coverage and influence of red culture education. Build and improve red culture education websites and WeChat public numbers, and release articles, videos and audio materials related to red culture to facilitate students' learning anytime and anywhere. Open a red culture column on the school website and WeChat public number, and regularly publish red culture stories and revolutionary spirit interpretation articles to attract students' attention and learning. Carry out colorful campus red culture activities, such as red culture knowledge contests, chorus contests of revolutionary songs, red film and television viewing activities, etc., to enhance students' cultural identity and sense of participation. Organize red culture knowledge contests in schools, and encourage students to deepen their understanding and memory of red culture through the form of contests. Organize students to participate in social red culture practice activities, such as volunteer service, social investigation and public welfare propaganda, etc., to enhance students' sense of social responsibility and practical ability. Organize students to carry out volunteer service activities around red cultural sites, communicate and interact with local people, and experience the practical significance and social value of red culture.

4.5 Strengthening Synergies and Cooperation to Promote the Sustainable Development of Red culture education

Promoting the sustainable development of red culture education requires synergistic cooperation among many parties to build a favorable educational environment. Strengthen the cooperation between local universities and the local China of Zhaoqing, history research departments and red culture museums to jointly promote the development and utilization of red culture education resources. They can cooperate with the Zhaoqing China and history research departments to jointly write and publish Zhaoqing red culture teaching materials and promote the sharing and interoperability of red culture education resources. Cooperate with enterprises to develop red cultural education products and programs and expand the social influence of red cultural education. Cooperate with local enterprises to develop red culture education tourism routes to attract more students and the public to participate in red culture education. Strengthen the cooperation between local colleges and universities, exchange and share the experience and achievements of red culture education, and promote the common development of red culture education. Forums on red culture education can be jointly organized with other local colleges and universities to share the educational experiences and innovative practices of each school, and jointly enhance the level of red culture education.

5 CONCLUSION

Under the perspective of cultural education, the integration of Zhaoqing red culture into the "big ideological and political class" of local colleges and universities is of great value and significance. It can enhance students' cultural self-confidence and national pride, improve ideological and moral literacy and values, promote the deep integration of local culture and education, and promote the inheritance and innovation of red culture. This integration not only enriches the content and form of ideological and political education, but also provides strong support for the cultivation of high-quality talents with cultural self-confidence and social responsibility in the new era.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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THE REFORMATIONAL IMPACT OF ARTIFICIAL INTELLIGENCE ON BUSINESS EDUCATION

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Abstract: With the popularization of artificial intelligence and the Internet, the operation mode of enterprises in the market economy has also changed, and more stringent requirements are put forward for the recruitment of talents. However, under the traditional business education model, there are still problems such as lack of correlation between theory and practice, lack of comprehensiveness in personnel training, and inability to cross and compound among disciplines, resulting in weak innovation and low interest in business among students with backward teaching methods. Artificial intelligence technology has ushered in new opportunities and challenges for traditional education. A large number of basic management work has been replaced by intelligent and information-based programs. Empowering the education field with artificial intelligence is the essence of the educational reform of The Times. Traditional business students need to learn knowledge other than business to guide practice. In order to meet the market demand, colleges and universities urgently need to use new technologies to reform business education and cultivate composite business talents who are proficient in Internet, artificial intelligence, computer and other technologies for the economy and society. In response to these problems, this paper discusses the impact of artificial intelligence on the reform of business education in the new era and new technology from the aspects of school-enterprise cooperation, teacher-student interaction, interaction between business and other majors, and practical-theory association.
Keywords: Artificial intelligence; Business education; Reformation

1 INTRODUCTION

Artificial Intelligence (AI) is a hot topic in the field of science and technology, and its rapid development and wide application are having a profound impact on the global economy, science and technology, culture and society. In the field of business education, the introduction of AI not only changes the traditional teaching methods, but also provides a new opportunity for the reform of business education. As a landmark technology of the fourth Industrial Revolution, artificial intelligence is deeply affecting all aspects of social change. From intelligent identification and processing technology to the wide application of intelligent robots, further liberation and development of productive forces, and promote human society into the intelligent era of man-machine collaboration, cross-border integration, co-creation and sharing [1]. With the rapid advancement of artificial intelligence (AI) technology, we stand on the threshold of a new era, one defined by data-driven, intelligent decision-making and automated processes. AI has not only changed the way we live, it has also profoundly affected the way the business world operates. In this context, business education - the cradle of future business leaders - is facing unprecedented challenges and opportunities. This paper aims to review the problems faced by traditional business education in the new era and the impact of artificial intelligence on the reform of business education.

2 LITERATURE REVIEW

2.1 Research Background

The rapid development of artificial intelligence is changing the business model of all walks of life, from intelligent manufacturing to intelligent factories, from marketing management to risk prediction, from medical treatment to finance, all reflect the penetration and transformation of AI on all aspects of society. This all-round impact on society is gradually requiring students under modern business education not only to learn the basic theoretical knowledge of business in class, but also to learn the basic theoretical knowledge of business. They are also required to actively use theoretical knowledge for enterprise management and application of suggestions, but also required to learn to cultivate business talents can grasp the development trend of business in the new era of scientific and technological revolution, learn to use models to analyze problems and propose solutions.

The extensive application of AI technology has also increased the requirements of enterprises to recruit employees and schools to export talents to society. Traditional business education often focuses on basic business knowledge such as marketing, financial management and human resource management, and the understanding of AI technology is still at the superficial stage. Students understand how business models are built and operated, but they have little understanding of how AI technology can be skillfully integrated to drive business innovation and growth. The ability of employees should be improved in the ever-changing market, and many mechanized, low-technology and high-repetitive labor positions will be eliminated. What enterprises really need is talents who can put forward constructive suggestions for the development and operation of enterprises while consolidating the theoretical foundation. Is able to master the

Internet, computer and mathematical knowledge to analyze the company's vulnerabilities, crises and give solutions to the inter-disciplinary talents. This requires business education to focus on students' innovative thinking, critical thinking and data-driven decision-making ability to propose teaching reforms and complete the transformation from "understanding AI" to "applying AI".

2.2 Research Significance

Artificial intelligence has given education the opportunity for innovation and reform in a new era, and the possibility of business education reform has been made possible by the computing power that surpasses human brain computing to deal with complex problems. With the gradual popularization of "Internet + artificial intelligence" technology and the continuous expansion of application scope, the field of education has also ushered in unprecedented opportunities for change. Schools should actively embrace this wave of technology and introduce artificial intelligence into teaching work to change the traditional teaching mode and method. At the same time, the demand of the enterprise for talents with AI ability is also increasing, which requires us to pay attention to the training of students' practical operation ability in big data analysis, AI cloud computing and other aspects in the education process to meet the needs of the market. The global development of artificial intelligence has promoted the internationalization of business education. Through AI technology, business students can more easily access international business information and resources, and broaden their international horizons. In addition, AI can also provide cross-border teaching cooperation and resource sharing opportunities for business education. These all reveal the penetration and influence of AI on all aspects of education, so it is necessary to discuss the reform of artificial intelligence on business education.

3 THE PROBLEMS FACED BY THE TRADITIONAL BUSINESS EDUCATION MODE

3.1 The Mode of Education is Backward and the Concept of Traditional Business Education is Conservative

After decades of development of our country's business education, it has sent a large number of economic and management talents to society, and has made remarkable achievements. But the shortcomings are obvious. Within the framework of traditional business education, teachers are often limited to the teaching of book knowledge, and overemphasize the importance of final score, taking the score as the first and only criterion for measuring students' ability. This strong utilitarian color not only deviates from the essence of learning, but also creates a learning atmosphere of achievement first. In this climate, students gradually regard the pursuit of high scores as the only goal of learning, ignoring the fun of exploring knowledge itself, and ignoring the opportunity to interact with teachers in class. In this climate, students gradually regard the pursuit of high scores as the only goal of learning, ignoring the fun of exploring knowledge itself, and ignoring the valuable interaction opportunities with teachers in the classroom.

In such an atmosphere, students' understanding of business knowledge often stays on the surface, and it is difficult to touch its essence. Therefore, students have only a partial understanding of business knowledge in class, but have no idea where it comes from practice. On the other hand, teachers also face many challenges in the teaching process, and neglect the cultivation of students' practical ability; At the same time, limited by the shortage of teaching equipment and test sites as well as the lag of their own knowledge update, they often find it difficult to effectively guide students to apply the knowledge they have learned to practical situations. Under such circumstances, the cultivated students lack the ability to conduct in-depth analysis of enterprise cases and make strategic decisions. Once the teaching focus is excessively inclined to teachers, it is easy to ignore the participation and initiative of students, resulting in students becoming passive recipients and lacking the ability to think independently and solve problems. At the same time, if the curriculum design is too rigid, and the curriculum system focuses on traditional exam-oriented exams and tests, it will be difficult for students to participate in the curriculum, and it will be difficult to develop their learning interests and potential [2].

3.2 Disciplines can not Cross Compound, Organically Linked

At present, the business courses of the school are still limited to the knowledge of their own profession, completely failing to keep up with the pace of the digital economy era, and the knowledge system is increasingly obsolete, and it will gradually be eliminated by the market. In the face of the crisis of marginalization of business education, the emergence of AI has illuminated the brilliance of business combined with other disciplines. The infinite computing power of AI compared with human brain makes it possible for other science and engineering knowledge to cross business disciplines to improve the knowledge system. In the past, business students were not familiar with computer programs, Internet technology, mathematics and other majors, but AI can find the most suitable resources for students to start learning on the network according to the algorithm. For example, the breakeven point analysis and cost-volume-profit analysis of economics, the diminishing marginal benefit law model of microeconomics of finance, the IS-LM model and AD-AS model of macroeconomics all need the algorithm assistance of computer programs and data verification to achieve perfection. The separation between disciplines makes business students always unable to get rid of the tedious work of pure manual calculation and ruler drawing, and waste a lot of time and energy on this basis. For example, the marketing major needs psychological theories to help study the impact of the company's products and strategies on consumer psychology, motivation, emotion, etc. It also needs reasonable application of economic law, tax

law and other legal tools to help the company formulate reasonable tax avoidance measures and tax payment mechanisms. However, college education does not implement computer programming and psychology courses into the process of students studying business.

After the theory of business is taught in class, it is necessary to collect the most cutting-edge, reliable and realistic corporate financial data and annual report information to understand the challenges faced by the enterprise in the face of cash flow, social responsibility information disclosure and strategic risk decision-making.

3.3 It is not Highly Relevant to Society and cannot Guide Practice

Business has a strong practical nature, is to pay attention to the management, economics and other experience directly to the enterprise strategic decision-making discipline. However, at present, e-commerce, accounting registration, business model establishment, etc. are subject to the lack of practical training equipment and teaching venues, and can not provide advanced theoretical system for enterprises in time. The limitation of teaching space mainly lies in the fact that colleges and universities pay too much attention to classroom teaching, leaving little space for students to freely exert their imagination and initiative. Moreover, they have not established a platform for information sharing and technical exchange with enterprises. Students' knowledge and skills learned in class are mainly used in performance assessment and examination arrangement, and they are bound to repeatedly study the written culture. It is separated from the requirements of enterprises for talents; The backwardness of practical training equipment is mainly due to the aging and too serious depreciation of equipment. Without the information and digital technology into the teaching system, students cannot have an immersive feeling of its source, principle and internal logic when acquiring knowledge, and cannot resonate with the content taught by teachers. This is a common problem in business administration majors, which tend to focus too much on theoretical knowledge and not enough on practical experience. This situation can result in students lacking the necessary practical skills and experience to face serious career challenges after graduation. In terms of teaching methods, some colleges and universities still adopt the traditional teaching mode, focusing on classroom teaching and book knowledge transfer, and less emphasis on actual case analysis and practical projects [2].

3.4 Research Theory Lags Behind, can not Cultivate Innovative Talents

Business education in colleges and universities is usually supported by the management experience of large enterprises in the past, and there is a lack of research on the impact of new technologies on the market. These business majors can hardly get around the knowledge framework of predecessors, and they are all building blocks on the inherent theoretical basis. The main reason is that the relevant teaching content has not been updated in time to adapt to the development of scientific research. Especially with the rapid development of artificial intelligence technology [3].

Although the successful development path of enterprises has verified the correctness of management theory, the economic models and business models used by traditional business studies are outdated to some extent, while the market economy is constantly developing. The third scientific and technological revolution and information technology have laid the foundation for industrial globalization and subverted the rules of many industries. In particular, enterprises in the electronic communication industry and new energy industry have overturned the previous law of market development, and business science, as an indispensable discipline in the economy and society, naturally will not be excluded, but also introduce new technologies into their own development. Traditional business education pays too much attention to the strategic planning and development policies of large mature enterprises, which is bound to ignore the advantages of small and medium-sized enterprises in emerging industries in the rise, which is the reservoir of new points of business innovation. In addition, the current teaching style that is more rigid and focuses too much on theoretical research makes students unable to focus on the current data research of start-Up enterprises, which further restricts students' innovation ability (Figure 1).
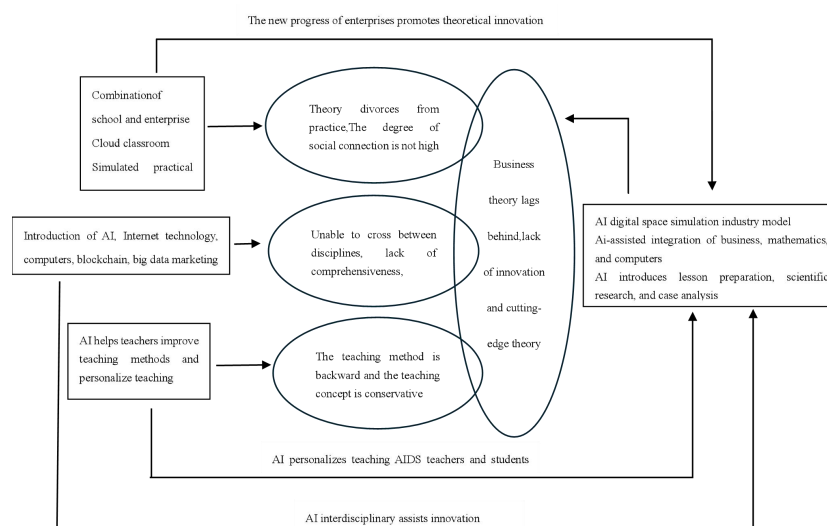
Figure 1 The Current Problems Facing Business Education

4 THE REFORM OF NEW BUSINESS EDUCATION MODE BY ARTIFICIAL INTELLIGENCE "TRIPARTITE + FOUR JOINT"

4.1 The Reform of Teaching Methods by Artificial Intelligence

4.1.1 Reconstruct the framework of knowledge network

After the introduction of intelligent technology, the teacher uses artificial intelligence to prepare a knowledge network framework for the content of each class, and AI will take the initiative to explain and comment on the side, and AI can help students to link together the context related to the knowledge point for consolidation. When preparing lessons, teachers often ignore students' unfamiliar knowledge system, teaching between chapters is often jumping and fragmented, AI will assist teachers to arrange and combine fragmented knowledge points. When teachers prepare lessons, AI will first divide the "aircraft carrier" knowledge system with huge content into "parts" knowledge slices for students to preview, arrange and combine in a network structure. If the teaching order is consistent, the students will be orderly when listening to the lesson and explain it more vividly.

AI itself is a master of many disciplines and technologies, with a strong interdisciplinary and cross-professional color. It supplements teachers' knowledge blind areas of other science and technology disciplines, adds Internet technology and mathematical modeling, and helps teachers further expand their own knowledge scope and improve their ability to cross-research and solve practical problems with other disciplines.

4.1.2 Create a multimedia classroom for teacher-student interaction

In order to improve the teaching quality, the school builds a comprehensive, scientific and digital multimedia classroom, which is convenient for students to choose teaching programs that meet their own special needs. In the intelligent classroom, students' mobile phones and tablets can be connected with intelligent terminals in the classroom, and the scene of a meeting of corporate executives can be simulated when discussing enterprise cases. Students can use mobile terminals to link to online classes, and click on relevant knowledge points according to personal needs. AI will collect and integrate constructive opinions, speeches and votes of students as virtual identities, combine concrete group discussions and abstract enterprise meetings, and match limited classes with unlimited algorithm programs. Closer to the course conference and more distant macro business economics fit.

The application of "Internet +" artificial intelligence is an important measure to create an intelligent education environment. Based on cloud computing technology, big data technology and basic network teaching facilities, it can create a high-end new classroom, which is an upgrade and update of the previous multimedia classroom and network classroom. There are a variety of intelligent devices in this education environment, and students can easily access learning resources. Teachers can effectively carry out interactive classroom [4]. Multimedia classrooms are mainly used in offline classes to provide assistance for teacher-student interaction. In class, teachers cannot pay attention to the needs of each student, so AI is needed to explain and note the in-class exercises of students. It can analyze the weak points and error-prone trends of individual students according to their problem-solving time and the overall error rate of their exercises. Judge the students' mastery of various knowledge points. Based on this, AI can automatically push relevant resources and links on the network for students to learn. Finally, the results of each class are generated and included in the learning system, which is convenient for teachers to score and included in the usual grades.

4.1.3 Industrial Spatial Dynamic Simulation

The most important reform of AI in business education is to put the simulated reality of the enterprise industry into the practice of students. Although students cannot directly participate in enterprise projects, AI will intuitively present industrial problems encountered by enterprises in front of students. Students can exert their own initiative in AI digital space to think about specific schemes, make bold assumptions, investigate and question, and carefully collect evidence, and finally test the authenticity in the model, and provide opportunities for speech sharing and operation drills. In the industrial space provided by AI, students discuss in groups, complement each other in thinking, draw conclusions, and evaluate each other's results. Every student takes the initiative to participate in class discussion and activities. The introduction of industrial projects is crucial to the training of students' vocational skills in the future, which greatly improves students' hands-on practice ability and teamwork ability.The enterprise industrial space can be improved through the experimental site of the school, and AI can absorb the essence of the common ideas of many teachers and students, and the innovation of its ideas can enable enterprise executives to provide enlightenment on the loopholes and shortcomings of their own departments in reality. Enterprises use the practical training field provided by AI in colleges and universities as the market, and take students as the market purchase object as the test base for their own simulation product production, economic order quantity model and organizational structure reform, etc., and analyze the rationality of their product market strategies through questionnaire survey of students, cloud classroom interview and AI collection of opinions. Integrate the latest research results of universities into the practice of enterprise management (Figure 2).
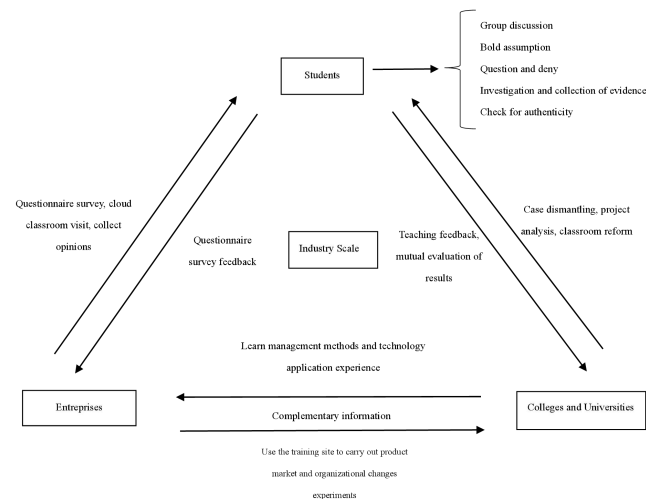
Figure 2 The Interaction of Students, Schools and Enterprises in Industrial Spatial Dynamic Simulation

4.2 AI Combines Four Aspects of Business Teaching and Learning Reform Targets

4.2.1 AI brings teachers and students together(teacher-student interaction)
With the assistance of AI, teachers can improve their teaching methods in three stages, namely pre-class preview, classroom study and after-class review, improve classroom efficiency, and help students establish interest in learning business.

4.2.1.1 Preview before class

AI can automatically generate relevant pictures and find network resources for each section and difficulty. It can use algorithms to quickly find relevant enterprise cases according to the teacher's personal needs for lesson preparation, and supplement the teacher's missing points and thinking dead spots to improve the readability of its own content, greatly improve the teacher's lesson preparation efficiency and save time. AI can use algorithms to sort out and reconstruct the knowledge structure of various aspects of the corporate strategic pipeline, integrate it into the knowledge graph, simplify the complex knowledge and break it into pieces, and greatly reduce the threshold for business students to learn corporate strategy and market economy.

When students preview before class, they can use AI to reflect their personalized learning needs and present their doubts about specific knowledge points to the teacher through AI report. The teacher can then focus on the knowledge points that are difficult for students to understand in class according to the analysis of the difficulty degree of students' knowledge summarized by AI.

4.2.1.2 Classroom learning

The role of AI in classroom learning can be divided into three aspects: "task supervision", "performance feedback" and "simulated practical training", and the trinity can make the teacher's teaching quality improve quickly. In line with the educational concept of "student-centered", in accordance with the set reform goals, the original teaching content of "Embedded System and Application" course is reformed according to the level and ability of existing students, and embedded artificial intelligence research platform is adopted, combined with machine learning and machine vision, so as to facilitate students to study, sort out, practice and discuss artificial intelligence research knowledge. And carry out further study and communication with teachers and students with questions and doubts [5].

(1) Task supervision

In class, AI will extract students' learning status in real-time monitoring. After linking with the teacher's computer terminal, AI will timely update the investigation report of students' learning status in class and remind the teacher. In the classroom, teachers also get rid of the cumbersome and rigid problems caused by traditional paper homework, and directly send in-class homework to each student by AI and urge students to complete it in time. The cloud classroom will record students' study time and answer time, and if necessary, it can remind students of unfinished study tasks through software such as MOOC China University MOOCs and Super Star Learning Pass. Under the background of "Internet +", the teaching mode of business shows a diversified, personalized and intelligent development trend. It is necessary to actively promote online and offline mixed teaching, and use digital teaching resources such as MOOCs, micro-lessons, and virtual simulation to provide students with a richer and more flexible learning experience. Online teaching breaks through the limitation of time and space, and students can arrange their own learning time and content according to their own characteristics and learning progress [6].

(2) Grade feedback

When the students finish the exercises in class, the AI summarizes the error rate and stay time of each student in each option and answer area, and the degree of difference in the selection of options before and after, so as to obtain the score report of which link the student has a high error rate and takes a long time, and which knowledge point is the weak link, and calculates the best learning plan for the student. In the cloud classroom, the robot will randomly assign the homework completed by students to others for correction, so that students can have a certain understanding of others'

learning advantages, improve their own shortcomings, promote the atmosphere of mutual learning in the class, and improve students' consciousness of learning. In theory classes, each section has a corresponding classroom case discussion workbook, and students are divided into groups according to the principle of inter-group homogeneity and intra-group heterogeneity, so as to ensure that students in each group have similar learning levels and drive each other within the group. The first part of the workbook is the basic knowledge questions, which are discussed and answered by students in groups. The purpose is to help students sort out knowledge points. Then, the teacher summarizes and compares the knowledge points to help students understand the basic knowledge [7].

(3) Simulated practical training

Apart from fostering students' abilities to think independently and absorb knowledge points, business education also needs to cultivate their ability to work in teams. The most crucial aspect of classroom learning is simulation training, which is the best way for business students to apply what they have learned into practice.

The industrial space of enterprises will be presented to students completely and accurately through AI in the classroom, where students can apply their knowledge learned in class in a virtual industrial space, especially by putting economic models and mathematical modeling into the digital space to see if they can be verified. AI will construct a huge industrial space online, where multiple market participants such as suppliers, distributors, operators, competitors, and complementary enterprises will be generated internally. The teacher will arrange group assignments based on the number of students, and each group can correspond to a department within the enterprise. Subsequently, the teacher will simulate crises brought to the enterprise by the market through AI and assign tasks, such as competitors' substitutes occupying our market, the impact of interest rate cuts or hikes in monetary policy by the central bank under the macroeconomic environment, overstaffing, redundant institutions, broken capital chains, and failures or rigidification of administrative supervision systems within the enterprise. This provides a platform for students to consider how to flexibly apply knowledge in the classroom. Students will develop corresponding strategies according to the functions of different departments, brainstorm ideas collectively, present their thoughts within the group, and use mobile terminals to record and exchange insights with other group members. Within the industrial space, different groups have different divisions of labor. For example, the group playing the role of the personnel department will formulate strategies for personnel changes and position adjustments, the group acting as the financial department will use AI to inspect cash flow and audit financial statements, the group representing the supervisory department will conduct a comprehensive review of the entire system, and the group portraying the research and development department will use their own data models to calculate the most suitable production plan and utilize cost-volume-profit analysis, Excel, Access databases, and other software to calculate the optimal economic order quantity. In this way, each group and each student can actively participate in classroom activities, with AI simulating the plans they have formulated and testing their effectiveness and feasibility. In this process, students can not only train their abilities to solve practical problems with theories and deepen their understanding of models and tools, but also cultivate their spirit of teamwork, which is of great significance to their future scientific research work.

The teacher introduces real problems in the industry, answers the questions raised by the students in the pre-class review, and guides the students to apply theoretical knowledge and model tools to identify and analyze the problems in the case, and to find a suitable perspective for case dismantling [8]. AI provides students with feedback quickly based on its powerful algorithms and digital space, and the teacher will also receive feedback from AI on the degree of students' mastery of classroom knowledge based on the verification results of each group and student model, thereby providing appropriate explanations. The teacher can even improve their teaching curriculum based on the results of classroom AI simulations, incorporating students' innovative ideas and excellent thoughts to enhance their scientific research achievements.

4.2.1.3 After-school review

The teacher assigns homework in the cloud classroom and urges the students to complete it within the prescribed time and correct it online. Different from the manual grading of paper exercises in the past, AI will complete the grading automation according to the teacher's answers and make a distribution diagram of the error rate of question types, analyze the difficulties that students need to focus on to break through, and automatically generate a grade report. The teacher only needs to score according to the feedback of the class performance and exercise results, which greatly saves the teacher's time. So that teachers can put more energy on how to improve the quality of the classroom and promote scientific research work. After completing the correction, the AI reminds the teacher which aspects of the lecture are inadequate, and should add appropriate vivid pictures, videos and tables to improve the interest of the class, so as to cultivate students' interest in the business class. AI will develop the latest business theories for students on the basis of homework correction after class, on which students can understand the current situation of the industry, expand their knowledge, and cultivate their ability to think independently. In addition, the digital space of AI provides opportunities for students to consolidate after class. Students can simulate the role in the classroom again in the digital space, get familiar with the application of business models and management tools, and improve students' scientific research ability. The application of artificial intelligence technology can make the evaluation result more accurate and objective. The traditional educational evaluation method is easy to be limited by the inconsistency of subjective evaluation and scoring standards, which leads to the unfair and inaccurate evaluation results. With artificial intelligence technology, objective and standardized evaluation methods can be established. For example, through the automatic marking system, students' assignments and test answers can be assessed quickly and accurately, eliminating the influence of subjective factors on performance assessment [9].

4.2.2 AI combines business with other disciplines (interdisciplinary)

4.2.2.1 Teachers integrate business with other disciplines to improve the quality of education and scientific research

When teaching courses and scientific research, teachers also have some problems in not knowing about other business majors, unable to combine their own knowledge with technological changes in the new era, unable to master the use of information technology in class, and unable to efficiently transfer the research content to students. However, in view of the separation between business and other science and engineering teaching, the school can use AI to collect most of the books and documents in the school, and AI will self-classify the contents of the documents for interpretation. For the documents needed by the reader, AI can quickly find relevant contents for readers to study. Even business learners who have little experience in other science and engineering fields can quickly capture the library's mainland information and conduct self-research.

In addition, teachers are not limited to the data and documents of their own department and school, but can also search for new technologies and cutting-edge theories related to their major on the whole network through AI to improve their course teaching, such as learning how cloud computing can organize the management decisions and calculation product models of enterprises in practice, and using computer programs to analyze the cash flow and other financial conditions of enterprises. How to add animation and related videos in courseware to enhance the learnability and interest of my own teaching. In this way, AI has pushed the boundaries of business and other disciplines, allowing teachers to expand their knowledge in lesson preparation, lectures, and research.

4.2.2.2 Students will combine business knowledge with computer and automation to improve their overall quality

At this stage, enterprises need comprehensive talents who can flexibly use computer, Internet and cloud computing technology to find organizational vulnerabilities and weaknesses, analyze the current problems and crises of enterprises, and put forward efficient solutions. Multi-disciplinary integration to cultivate compound talents. Nowadays, the development of science and technology and digital economy has promoted the reform and change of business education, and the talent demand of enterprises and society has also changed. For example, artificial intelligence technology and financial accounting need to be deeply integrated, and the teaching concept of advanced financial accounting course should also be updated in time [7]. The emergence of AI can enable students to break the shackle of their vision of the major and expand their understanding of other majors. Before learning this professional knowledge, students can search for the basic knowledge framework of this class in AI, and complete a general understanding of each knowledge point through the preliminary explanation of AI. AI can provide pre-class reference literature and other related professional knowledge. In the past paper version of these majors, which are close to or far from business, students often need to consult a lot of books and literature to complete the basic dable. but AI can complete the collection and sorting of the entire business majors in tens or even a few seconds. It greatly improves students' self-learning ability and information collection ability, and expands students' knowledge range.

4.2.3 AI will unite schools, enterprises and society (integration of industry and education)

4.2.3.1 "Cloud Classroom + Artificial Intelligence" benefits teachers and students

The school carries out cloud classes, inviting relevant entrepreneurs, company executives and social figures to give lectures, bringing the latest cutting-edge theories of business in enterprises to researchers and students in colleges and universities. In the cloud class, students can systematically register for online symposia through the school network, and speak freely in the class, ask enterprise executives for experience and insights, and ask about the current industry market situation, the enterprise's response measures when encountering risks and the theory summarized after overcoming the crisis. AI can be used as a small assistant and host in the class to arrange the whole process of lectures. Collect the questions raised by the students and give them back to the guests, and organize the speeches for notes after the lecture. "Cloud classroom + artificial intelligence" breaks the restrictions of traditional teaching equipment and venues, the school can also set up a question and answer session outside the cloud classroom for several hours, and use AI to collect and analyze the content of the cloud class guests included in the system, and then intelligently answer the questions of the students who did not listen to the lecture or did not know much about the lecture, which can save the time of the guests to the greatest extent. An online course can accommodate thousands of people or even all teachers and students to participate in, not only for the students of the major to participate in the interaction, but also for students of other majors to listen to the lecture, which facilitates the mobile learning between different majors.

4.2.3.2 AI promotes the sharing of resources and information between schools and enterprises

At the same time, AI also provides a convenient channel for academic and technical exchanges between enterprises and schools, so that the resources and platforms of schools and enterprises can complement each other. The school can obtain advanced experience in organization management, technology application, resource integration and other aspects from the enterprise, integrate it into teaching practice through AI information processing, and feedback the results of teaching discussions to the enterprise. In the virtual space of AI, the enterprise can experiment on the reform strategy implemented within the organization by taking itself as the experimental object. Verify the effectiveness of the company's reform policy. In this way, schools and enterprises can form a symbiotic relationship between mutual inspiration, mutual learning, mutual learning, conducive to schools at any time to learn innovative points and advanced theories, but also conducive to enterprises to call on the university system, scientific management methods to solve their own problems. Exploration of school-enterprise cooperation mode based on "integration of production and education". Carry out the "order-type" talent training mode with enterprises, jointly establish the practice base of integration of industry and education, formulate corresponding training programs, strengthen the cultivation of students' practical ability with characteristics, and shorten the distance between the school's talent training and the needs of enterprises. The "new business" education model requires teachers to have practical experience. Practical teaching involves some simulated practical training, and teachers need to guide students to participate in off-campus practice, so there are high

requirements for teachers' practical ability, innovation ability and professional level [10].

4.2.4 AI combines practice and theory

The combination of practice and theory produces the ultimate goal based on the foundation of the first three aspects. The near infinite digital space of AI provides a stage for students to be unrestrained and brainstorm. In the interaction between teachers and students, AI can combine the ideas of students and teachers to give the test results and score feedback of this class. Students can apply what they have learned to economic models and business models to a large extent through the digital space constructed by AI. Enable students to think about the problems encountered in the management of enterprises in reality. Then, from online and offline classroom learning to the combination of different majors, compared with the traditional education of business theory can not be directly applied to practice, the introduction of AI allows mathematics, computer and other majors to improve the overall knowledge framework of business knowledge, and can well cross business knowledge points and find innovative points. Science and technology knowledge is used to solve the problem that business is difficult to innovate, and the quality of teaching and scientific research is improved through the combination of different majors, so that business can shine through the professional field of science and technology. Finally, from the professional level to the school and social level, the integration of industry and education Bridges the resource sharing and information exchange between schools and enterprises. Enterprises can use the teachers, students and sites of schools to simulate the product market environment and conduct questionnaires for verification. Schools can use the cloud classroom provided by AI to introduce the latest financial and management theories of enterprises to reform their own education courses, and learn from the enterprise's experience in technology application and research and development management to improve their own teaching management system, so as to educate students more efficiently and conveniently. The final evaluation criteria for the three aspects of teacher-student interaction, interdisciplinary, and production-education integration is whether AI can combine theory with practice.
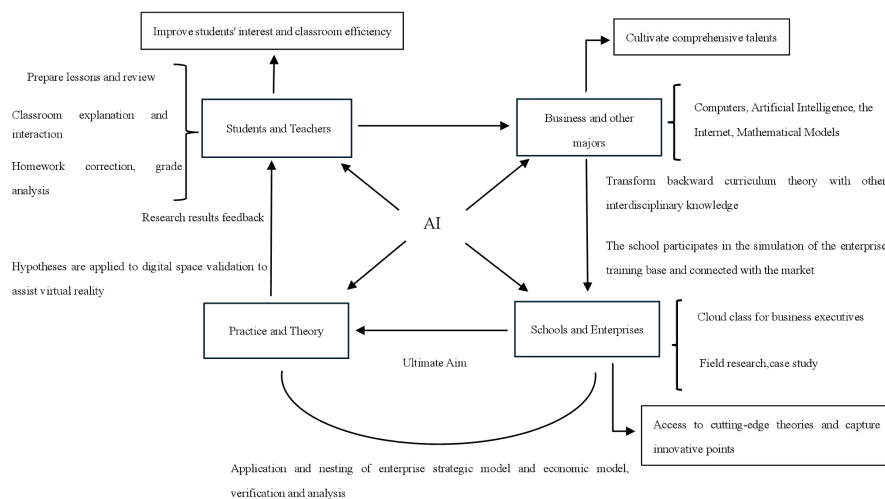

Figure 3 The Influences and Functions of Artificial Intelligence in the "Four Joints"

5 CONCLUSION

The emergence, promotion and application of artificial intelligence provide a feasible plan for the priority development of education and the goal of scientific and technological self-reliance in China. The arrival of AI intelligence is not an alternative or even subversive denial of business, but an iteration and upgrade. It not only requires students to have a thorough understanding of the basic principles and knowledge points of business, but also requires them to master computer technology and flexibly use Internet data to put forward insights into the strategy of actual operation of enterprises, and learn to use artificial intelligence to analyze problems and make decisions. To a certain extent, the use of AI has broken the dilemma of weak connection between theory and practice in traditional business, broadened the horizon for the high-quality reform of business education in China, and broadened the development track. It can not only closely link business, science and engineering, but also open the field of innovation. It can also transport a batch of comprehensive business talents who can skillfully use computer, cloud computing, Internet and other technologies for the society. It is an inevitable trend for universities to put AI into the reform of business education in the new era, and schools must play the role of overall understanding and coordination of all parties, and integrate big data into the reform of business education. In addition, schools should start from each school and department, organize teachers who teach traditional economic and management knowledge to strengthen the study of AI application, and then teach students how to blend knowledge between disciplines through teachers.

Under the background of the construction of new business, business education needs to deeply integrate with industry and strengthen the cultivation of students' practical innovation ability. The economics course itself is closely related to real economic life and commercial activities, and the construction of its virtual teaching and research section should

actively integrate into life, publicize China's achievements, explain China's phenomena, solve China's problems, and enhance the function of facing real problems and serving China's practice [11]. In view of the current problems in business education, the paper explains how to use artificial intelligence to solve such problems from the perspectives of "re-constructing knowledge network framework", "creating multimedia classroom teacher-student interaction" and "dynamic simulation of industrial space", and discusses the influence of AI on various aspects of business education reform from the aspects of "teacher-student interaction", "interdisciplinary" and "integration of production and education". It is expected to provide theoretical research support for China's business education reform. This work was supported in part by a grant from Professor Xiaofeng Zhang. This paper is really a hard work and its completion means that the busy term of studying English has almost parted away. At this moment, I'd like to express my heartfelt gratitude to all those who have given me help and encouragement in my writing process (Figure 3).

COMPETING INTERESTS

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TRENDS IN FEDERAL GOVERNMENT BUDGETARY ALLOCATION TO THE EDUCATION SECTOR FROM 2017-2020 AND ITS IMPLICATIONS FOR THE MANAGEMENT OF FEDERAL UNIVERSITIES IN NORTH CENTRAL STATES OF NIGERIA

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Abstract: The study examined the federal government budgetary allocations to the education sector from 2017–2020 and ascertained the influence of federal Government budgetary allocations to the education sector from 2017–2020 on the management of Federal Universities in the North Central States. A descriptive survey was adopted. The purposive sampling technique was used to sample the entire population of 68 management staff of 8 federal universities in the North Central States. Trends in Federal Government Budgetary Allocation to Education Sector Observation Schedule (TFGBAESOS) and Federal University Allocation Management Questionnaire (FUAMQ) were employed as instruments. Data were analyzed using simple percentages and mean and standard deviation where the benchmark for ascertaining the adequacy of budgetary allocation to the education sector within 2017-2020 and its implications for the management of Federal universities in the North Central States was put at 26% for RQ1 and 2.5 for RQ 2. The null hypothesis was tested using ANOVA at a 0.05 significance level. The descriptive analysis revealed RQ1 as 7.41%, 7.14%, 7.02%, and 6.48% for 2017, 2018, 2019 and 2020. RQ2 revealed among other things that the implications for the management of Federal universities in the areas are the prevalence of incessant strikes, poor execution of projects, and difficulty in staff retention. The study concluded that the Federal Government budgetary allocations to the education sector within 2017-2020 were far below the recommendation made by UNESCO. This poor allocation significantly affected the smooth running of Federal universities in Nigeria.
Keywords: Trends; Federal government; Budgetary allocation; Management; Federal universities; North Central states

1 INTRODUCTION

Budget allocation refers to certain amounts of money set aside to manage an organization's expenses. It sets the highest amount of funding an organization is willing to spend on a given item or program and is the standard that staff authorized to calculate costs for an organization must not exceed [1]. Higher education is a capital-intensive project requiring investment of at least 15% of GDP or 40% of the total education budget [2]. But observation shows that this is not happening in Nigeria.

The decline in funding for Nigerian universities began in 1975/76 when they first had their claims reduced by 20%. Since then, the annual budgetary allocation for higher education in Nigeria has decreased [3]. These researchers revealed that the funding challenges of Nigerian universities are a disastrous consequence of the expansion of the system to meet the growing demand for higher education and the active needs of the modern knowledge economy without a corresponding proportional increase in resources. Regarding the effect of underfunding of educational institution in Nigeria, Halidu argues that the challenge of funding public universities in Nigeria has resulted in poor working conditions and a persistent lack of research and learning facilities for teaching staff and students[4]. staff, as well as a lack of teaching staff due to brain drain. The decline in funding is a result of inadequate budgetary allocation to the education sector and has also led to the fundamental decline of the university system in Nigeria socially, infrastructurally, and intellectually[5]. Accordingly, Olaniyi and Adam argue that financial allocation should aims to improve welfare or quality of life in an appropriate way[6], such as education, health, agriculture, and services. The government allocates an annual budget to Nigeria's academic institutions through the education sector to improve the welfare of higher education in Nigeria. Unfortunately, in Nigeria, our budget for the education sector is falling below documented international standards, and this apparent funding shortfall is causing ineffective management. The performance of public universities in Nigeria has become extremely difficult.

Concerning the difficulty in the operation of higher institution, Ayoko et al argue that African universities are underfunded[7], which has affected the necessary facilities, infrastructure, and human resources needed to create a conducive learning atmosphere. Furthermore, Anyanwu reported that lack of adequate funding in Nigerian universities has resulted in about a 15 to 30% reduction in regular use and maintenance of equipment and most Books in stock at universities are outdated leading to failure to achieve educational goals in Nigeria[8]. Akindojutimi, Adewale, and Omotayo conducted an in-depth study on the impact of federal government intervention in Nigerian universities and found

that since all public universities in Nigeria are dependent on the government for at least 90% of their survival funds[9], the economic recession of the 1980s to significantly impact on university operation. These researchers further revealed that these impacts are due to inadequate infrastructure, staff recruitment, conferences, and research, affecting the overall development of higher education in Nigeria. This has also led public universities in Nigeria to seek funding from alternative sources beyond government budgetary allocations. However, the present study aims to investigate the trends in budgetary allocations of the Federal Government to the education sector from 2017 to 2020 and their implications for the smooth functioning of the Universities Federation in the North Central States of Nigeria.

It is observed that the Federal Government, through the Tertiary Education Trust Fund (TETFUND) and the National Universities Commission (NUC), annually allocates millions of naira to universities for infrastructure development and human resources. Indeed, university funding promotes workforce development in society [10]. However, these funds appear to be insufficient to operate universities in Nigeria [11]. Etor et al report that in 2002[12], the federal government's annual allocation to the education sector showed that 35% was allocated to primary education and 29% to secondary education, while higher education schools (including universities, colleges, and other training institutions) receive a meagre 36% which was extremely low for the effective functioning of public universities in Nigeria, as management complains bitterly.

Management can be described as an organized group that coordinates the execution of an action and an easier course of action that provides someone or a group of people within the organization with all the necessary means necessary to complete the task. This involves being helpful and creating a favourable atmosphere that makes it easier to get work done [13]. Individuals view management from different perspectives depending on the situation and environment. According to Boma-Siaminabo [14], management can be defined as the coordination of all resources of an organization through the process of planning, organizing, leading, and controlling to achieve organizational goals. Boma-Siaminabo further argues that management can also be the direction or direction of people toward the goals or objectives of an organization or business[14]. However, Boris and Jens define "management as the process of planning, organizing, directing, controlling and evaluating to achieve the predetermined goals of an organization through the coordinated use of resources people and materials"[15]. These researchers further summarize that management is the art of achieving desired work with the help of others within a given budget and within a given time frame. This means that the management function goes beyond individual responsibility but is a collective effort of a group of people within the organization.

On the basis of above, Lumen stated that management is a human behavioural process in which managers plan, organize, staff, direct, and control human resources and financial resources[16]. It is in an organized group effort to realize optimally desired individual and collective goals effectively. Also, Boris and Jens stated that "management is the process of planning and organizing activities aimed at ensuring the coordination of human and material resources necessary to achieve the set objectives effectively and efficiently"[15]. The researchers added that resources are human and material resources, i.e. people, both teaching and non-teaching staff, while materials are equipment and infrastructure needed in schools, such as teaching facilities, recreational facilities, general facilities, and student accommodation among others. The provision and appropriate use of infrastructure are largely the responsibility of the management of a scientific institution. The objective of this study is to find out the trend of annual federal government allocation to the education sector from 2017 to 2020 and its impact on the functioning of federal universities in the north-central states of Nigeria.

The management team of the Federal University of Nigeria consists of the Visitor, Chancellor, Vice-Chancellor, Board of Governors, Registrar, Treasurer, Director of Works, University Librarian, and University Senators. A university's effectiveness in achieving its educational goals rests largely in the hands of its leaders. However, staff and other stakeholders in university education have expressed comments and complaints about the cost and poor quality of graduates in Nigeria. This seemingly poor quality of graduates is due to the poor allocation of resources to university education, as has been noted, among others [17]. Ayoko also pointed out that 15 to 30% of the infrastructure, equipment, and books in our universities are non-functional, obsolete, or dilapidated due to a lack of adequate funding allocation to universities[7]. The researchers also added that most university professors' offices are still far from being in a good condition to facilitate optimal teaching and research. The result is that dilapidated HR offices affect employee productivity. Augustine, Andrew, and Ibrahim found that under-investment in universities impacts the provision of faculty offices, and lecture halls, recruitment of sufficient teaching staff, and the appropriate ratio of teaching to non-teaching staff[18]. Researchers such as Nnabuife and Madu estimate that these impacts the performance and productivity of various groups[19], including management teams at universities in a north-central state in Nigeria. In Nigeria, universities rely primarily on government budgetary allocations for their development priorities. This bill implies that Nigerian universities will not only be unable to support the government in achieving the 2030 Sustainable Development Goals but will also continue to lag behind international standards. However, the cause of concern in this study lies in the yet unknown trends in federal government resource allocation to education systems from 2017 to 2020 and its impact on the governance of federal universities in the north-central states of Nigeria.

The federal government's consistent and underappreciated allocation of financial resources to education, especially as it appears to have influenced the administration of federal universities over the years, has become a worrisome discourse among various interest groups and education agencies at the national and international levels. There were complaints from education authorities at the National Universities Commission (NUC), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Academic Staff Union of Universities (ASUU) about the operation of the universities below the recommended standards in Nigeria. This is seen in many universities, where many teaching staff are concentrated in a single classroom, there is no suitable furniture to facilitate work, and classrooms are equally inadequate and overcrowded. The facilities available in many universities are outdated and the situation is inversely proportional to the

inadequate funding of Nigerian education.

Literature from other geopolitical zones shows that federal government allocations to the education system are an attractive factor in the effective management of public universities in Nigeria, but no known work has shown that such allocation is a factor in the current situation of Federal Universities in the North Central States of Nigeria. Therefore, there is an urgent need in this study to examine the trends in federal government resource allocation to the education sector from 2017 to 2020 and its impact on the performance of federal universities in the north-central states of Nigeria.

2 PURPOSE OF STUDY

This study examines trends in Federal Government financial allocation to the educational sector from 2017-2020 and its implications for the running of Federal Universities in North Central states in Nigeria. Specifically, the study sought to:
1. Find out the Federal Government budgetary allocations to the education sector from 2017–2020
2. Ascertain the influence of federal Government budgetary allocations to the education sector from 2017–2020 on the management of Federal Universities in the North Central States in Nigeria.

3 RESEARCH QUESTIONS

The following research questions guided the study:
1. What are the Federal Government budgetary allocations to the education sector from   2017– 2020?
2. How do Federal Government budgetary allocations to the education sector from 2017– 2020influence the anagement of Federal Universities in the North Central States of Nigeria?
Hypothesis
The following null hypothesis will guide the study and will be tested at a 0.05 level of significance.
Ho₁: There is no significant difference in the mean ratings of the management staff from different federal universities in North Central on the influence of Federal Government budgetary allocations to the education sector from 2017–2020 on the management of Federal Universities in North Central States in Nigeria.

4 METHODOLOGY

The study employed a quantitative approach involving descriptive research design. Descriptive design according to Omachi focuses more on the "what" than the "why" of the research subject[20]. This design is ideal for this study because it involves gathering and describing data from management staff of Federal Universities to determine the trends in Federal Government Budgetary Allocation of the Educational Sector from 2017-2020 and Its Implications for the Management of Federal Universities in North Central states of Nigeria. This study was carried out in universities across the North Central States of Nigeria which include: Kwara, Kogi, Niger, Benue, Plateau, Nassarawa States, and FCT-Abuja. The area has eight Federal universities namely: University of Ilorin, Federal University, Lokoja, Federal University of Technology, Minna, University of Agriculture, Makurdi and University of Health Technology, Otukpo, University of Jos, Federal University of Lafia, and University of Abuja, FCT Abuja [11]. Federal Universities in this region are characterized majorly by old buildings; school facilities available for instructional delivery are few and not well managed and lecturers' attrition is high. North Central states were picked for the study due to the state of neglect in these institutions and the urgent need for improvement of education, especially in public universities in the North due to their high level of backwardness in education.

The population of the study comprised 56 management staff which include the Pro-chancellor, Chancellor, Vice Chancellor, Registrar, Bursar, Director of Works, and University Librarian of 8 Federal Universities in the North Central States of Nigeria. The choice of this population study is based on the fact that these staff members are in charge of the daily administration of the Federal Universities and as such are in the best position to describe the situation in their various schools. A total enumeration technique was used to study the entire 56 management staff because the population size is accessible and manageable.

Two research instruments were employed to gather data for this research, namely Trends in Federal Government Budgetary Allocation to Education Sector Observation Schedule (TFGBAESOS) and Federal University Allocation Management Questionnaire (FUAMQ). TFGBAESOS contains the approved national budget and the approved portion allocated to the education sector in comparison with UNESCO's recommendation of 26% from 2017-2020 where the respondents can observe and report the adequacy status of the allocation within the period. FUAMQ is a 10-item instrument structured on a four-point option of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).FUAMQ dealt with items on the implications of Federal Government Budgetary Allocation to the Educational Sector from 2017-2020 for the Management of Federal Universities in the North Central States of Nigeria. The instruments TFGBAESOS & FUAMQ used for data collection in this study were face-validated by three experts, two from Educational Management and Business Education and one from the Library and Information Science Department, all in the Faculty of Education, Federal University Oye-Ekiti, Ekiti state. The experts examined the instruments based on their relevance, format suitability, and clarity. Based on validates' corrections and comments, amendments were made and the final copies of the instruments were produced.

TFGBAESOS was seen to be reliable since it had been debated upon by members of the National Assembly several times before the final ascent. To determine the reliability of FUAMQ a trial test was conducted using 30 administrative staff from Ekiti State University, Ekiti State of Nigeria which is outside the study area to establish the internal consistency of

the instrument, and the responses were analyzed using the Cronbach Alpha correlation coefficient and the result showed 0.94. This is high enough for the items to be considered reliable for the study.

TFGBAESOS takes the form of a checklist which was used by researchers to observe the approved national budget and the approved budgetary allocations to education as well as their percentages in comparison with UNESCO recommendations. This assists the researchers in determining the adequacy status of the budgetary allocations to the education sector from 2017 to 2020. The research assistants were also used in the collection of data. The research assistants had a meeting with the researchers on the purpose of the study and on how to ensure an effective response from the respondents to ensure the completion and return of the copies of the questionnaires that were given to them.

The data obtained were analyzed using descriptive and parametric statistics (percentage, mean, standard deviation). Specifically, the percentage was used to answer research question one; mean and standard deviation were used for research question two. 26% recommended by UNESCO was used as a cut-off mark for the determination of the adequacy of budgetary allocation to the education sector within the period of 2017-2020. Budgetary allocation to the educational sector below 26% was considered inadequate (poor) while those allocations from 26% and above was considered adequate. In the analysis of research question two, the benchmark for mean ratings was put at 2.50. The null hypothesis was tested using ANOVA at a 0.05 significance level. The null hypothesis was accepted when the P-value was less than the alpha value, but where the p-value was greater than the alpha value, the null hypothesis was rejected.

5 RESULTS

The data were analyzed and presented according to the research questions and hypothesis that guided the study.

Research Question one: What are the Federal Government's annual budgetary allocations to the education sector from 2017–2020?

Table 1 Analysis of Federal Government Budgetary Allocations to the Education Sector From 2017–2020

Years	Total Budget	Allocation to Education	Percentage	UNESCO Recommendation	Remarks
2017	7.44 Trillion	540.89 billion	7.41%	26%	Poor
2018	9.12 Trillion	605.22 billion	7.14%	26%	Poor
2019	8.92 Trillion	634.5 billion	7.02%	26%	Poor
2020	10.59 Trillion	706 billion	6.48%	26%	Poor

Source: Field work 2022

Table 1 shows the Federal Government budgetary allocations to the education sector from 2017–2020. The table, it was revealed that in the year 2017, the approved total national budget was 7.44 trillion naira and 540.89 billion naira which was 7.41% of the total budget allocated to the education sector below the recommendation of UNESCO. The table also revealed that in the year 2018, the approved total national budget was 9.12 trillion naira, and only 605 billion naira which was 7.14% of the total budget was allocated to the education sector below the recommendation of UNESCO. The table also revealed that in the year 2019, the approved total education budget was 8.92 trillion naira, and only 634 trillion naira which was 7.02% of the total budget was allocated to the education sector below the recommendation of UNESCO. The table also revealed that in the year 2020, the approved total national budget was 10.59 trillion naira, and only 706 billion naira which was 6.48% of the total budget was allocated to the education sector below the recommendation of UNESCO.

Research Question 2: How do Federal Government budgetary allocations to the education sector from 2017–2020 influence the management of Federal universities in the North Central States of Nigeria?

Table 2 Mean and Standard Deviation of Responses of Staff on Influence of Federal Government Budgetary Allocation to Education Sector From 2017-2020 on Management of Federal Universities

S/N	Items	N	Mean	St.D	Decision
1	Incessant strikes	56	3.32	0.81	Agree
2	Poor structure of staff salary	56	2.93	0.83	Agree
3	Poor provision of classrooms by the management	56	3.41	0.83	Agree
4	Poor quality equipment	56	1.93	0.26	Disagree
5	Inadequate office accommodation	56	3.20	1.09	Agree
6	Poor execution of projects in schools	56	3.63	0.49	Agree
7	Poor attention to school plant maintenance	56	1.55	0.93	Disagree
8	Staff attrition	56	2.64	1.10	Agree
9	Ineffectiveness of general administration	56	2.57	1.16	Agree
10	Difficulty in staff retention	56	3.41	0.85	Agree
	Grand Mean	**56**	**2.86**	**0.84**	**Agree**

Source:Fieldwork 2020

Table 2 shows the mean and standard deviation of the effect of federal government budgetary allocations to the

education sector in 2017-2020 on the performance of federal universities in North Central states of Nigeria. The data shows that the main influences are poor implementation of projects in schools, poor provision of classrooms by management, difficulties in retaining staff, constant strikes and insufficient office space with funds 3.63, 3.41, 3.41, 3.32 and 3.20, while low quality of equipment and Low attention paid to maintenance of school facilities, with means of 1.93 and 1.55, do not have a major effect of federal government budget allocations to the education sector in 2017-2020 on the performance of federal universities in North Central states of Nigeria.

Test of Hypothesis

Ho_1: There is no significant difference in the mean ratings of the management staff from different federal universities in North Central on the influence of Federal Government budgetary allocations to the education sector from 2017–2020 on the management of Federal Universities in North Central States in Nigeria.

Table 3 Summary of ANOVA on Mean Ratings of Management Staff from Different Federal Universities in North Central on the Influence of Federal Government Budgetary Allocations to Education Sector from 2017–2020 on the Management of Federal Universities in North Central States in Nigeria

S/N	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups						Not significant
	3.357	7	0.480	0.701	0.671	
Within Groups	32.857					
		48	0.685			

Significant at a 0.05 level

Table 3 shows that the F value of 0.701 is significant at 0.671. Since this significance level of 0.671 is higher than the significance level of 0.05 at which the null hypothesis was tested, the null hypothesis is confirmed. Thus, there was no significant difference in the mean rating of executives from various federal universities in North Central on the impact of the 2017-2020 federal government budget allocation to the education sector on the management of federal universities in North Central States, Nigeria.

6 DISCUSSIONS

6.1 Federal Government Budgetary Allocations to Education Sector from 2017–2020

The results reveal that the budgetary allocation trends to Nigeria's education sector over time were declining concerning recommendations by UNESCO (26%). This indicates that universities in this geopolitical region may not meet her overall goals with respect to poor allocation from the federal government of Nigeria. The result is the poor quality of human and material resources in place, having to contend with the level seen across universities within that region. The discovery by Lucky aligns with present finding that the budget to support university education in Nigeria is substandard internationally which has resulted in an unclear realization of Nigerian educational objectives[21]. The revelation of Dimunah lend credence to this finding when stated that one of the major factors that limit effective control in the university administration is a shortage of funds to run its affairs[22]. This insight underscores that the resources available are insufficient to absorb the growth in student enrolment hence, the underfunding of the education sector has no doubt had a devastating toll on teaching, research, and community services. It is based on these reasons that researchers such Ekpoh et al stated that from the eighties to date[23], students in tertiary institutions are too many and cumbersome to be managed with poor funding to the education sector.

The present finding exonerates the discovery of Osuji that economic outlay is a necessity within the provision of school facilities in tertiary institutions of studying[24]. The writer stated that to create a suitable environment for teaching and learning, necessary substances and gadgets are imperatively needed. Shaibu and Isah highlighted the centrality of economic provision inside the advancement of tutorial targets once they observed that the difficulty of educational financing is the critical pivot'[25]. That is because; the critical issue of the character, quantity, satisfaction, and efficacy of the academic system in large part depends on the extent in addition to the appropriateness and management of the economic provision. Osarenren-Osaghae and Irabor examine the supply and adequacy of human and fabric belongings for the teaching and learning of talent-based publications in Nigerian public universities[26]. The finding, among others, becomes that: the human and fabric resources at the floor for the coaching and learning of skill-based courses in Nigerian public universities did not match the minimum trendy requirement encouraged by the National Universities Commission (NUC) because of the inadequacy of finances to training[31]. Arogundade investigated the problems of facilities in South West Nigerian universities and the way forward[27]. The purpose is to investigate the adequacy of facilities in South West Nigerian universities. The finding showed that the monetary aid of the universities was inadequate, that the universities were no longer supplied with adequate centres, and that students and groups of workers' preservation lifestyle contributed to the destruction of the available facilities.

6.2 Influence of Federal Government Budgetary Allocations to Education Sector from 2017–2020 on the

Management of Federal Universities in North Central States in Nigeria

The findings revealed that the major influence of federal government budgetary allocations to the educational sector from 2017-2020 on the running of federal universities in North Central states in Nigeria is poor execution of projects in schools, poor provision of classrooms by the management, difficulty in staff retention, incessant strikes, and inadequate office accommodation. This finding implies that the products of such universities may not be able to perform well in their places of work and at the same time with the international requirements when demanded abroad. This seems to be true because of the apparent inadequacy of educational resources among the Federal Universities in the North Central States in Nigeria. This finding is exemplified by some Nigerian schools where classes took place outside the normal classrooms like under the trees and in some cases, outside the school compound. One may say that the provision of adequate and qualified teachers should be a deliberate effort of both government and heads of schools because the successful administration of educational institutions is possible with qualified and dedicated teachers, well-equipped schools, and expansion of schools to accommodate the increasing enrolment of students and a co-operative community incorporating parents of students. This finding is consistent with the findings of Augustine, Andrew, and Ibrahim when revealed that there is inadequate funding of universities and this affects the provision of academic staff offices, lecture halls for undergraduate students, recruitment of appropriate lecturers, and the adequate ratio of teaching to non-teaching staff in North Central Federal Universities in Nigeria[18]. The findings also correspond with that of Augustine who equally observed that the prevalence of incessant strikes, poor execution of projects in schools, and ineffectiveness of general administration are orchestrated by underfunding of the university in Nigeria[5]. The finding is also supported by Nmadu and Khalil who revealed that difficulty in retraining staff[28], existing staff attrition, and prevailing inadequate office accommodation are the effects of poor allocation to university education in Nigeria. Similarly, Shaibu et al [29]and Nwankwo et al [30] stated that most facilities in Nigerian schools are in a dilapidated state due to a lack of funds for consistent maintenance and that most tertiary institutions of learning in the country are living in their past glories. Such situations affect effective delivery, making the process rigorous and cumbersome for teachers and students. Ayoko et al noted that the inadequacy of instructional facilities due to inadequate funds for the educational sector is a major problem facing the Nigerian educational system[7]. The facilities in schools are grossly inadequate to match the growing student population which is poorly maintained.

7 CONCLUSIONS

Based on the findings and the discussion that followed, the researchers concluded the study that the Federal Government budgetary allocations to the education sector within 2017-2020 were poor and that the recommendation made by UNESCO should be considered. These poor budgetary allocations greatly affect the management of Federal universities in the effective administration of the North Central States of Nigeria. The study also concluded that the poor budgetary allocations manifest in poor execution of projects in schools, poor provision of classrooms by the management, difficulty in staff retention, incessant strikes, and inadequate office accommodation. It was also concluded that there is no difference across the different federal universities in North Central, Nigeria in terms of the poor federal government budgetary allocations. This conclusion implies that there cannot be effective administration and actualization of educational objectives in the face of inadequate financing of education in the country.

8 RECOMMENDATIONS

Based on the above conclusion, the following recommendations are made;
1.The Federal Government should increase the financial allocation to the educational sector in Nigeria in the subsequent years as this will go a long way to improve the productivity of Nigerian universities to meet the global challenge.
2.University management should come up with strategies to leverage their source of internal revenue and save costs and strategize to supplement the effort of the federal government in orderto improve theeffectiveness of the administration of universities in Nigeria.
3. University management should explore online technologies to complement the inadequate physical infrastructures to deliver effective teaching learning and research activities.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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