

# A STUDY ON THE POSITIVE INFLUENCE OF BRITISH AND AMERICAN LITERATURE ON THINKING LOGIC OBSTACLES

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## SUMMARY

**Background:** The study of British and American literature can imperceptibly improve students' basic skills in English language learning, stimulate college students' interest in learning English, and help students improve their logical obstacles in learning thinking. This paper analyzes the acceptance and contact mode of British and American literature among students. It is found that the analysis of British and American literary works has an important impact on students' thinking logic obstacles and helps to improve students' thinking ability.

**Subjects and methods:** This study focuses on the thinking logic barriers of students' learning. On this basis, it implements the promotion strategy of British and American literature. By combining the quantitative and qualitative research paradigm, it carries out data analysis on the data collected through classroom observation and after-school interview, so as to determine the positive impact of English and American literature learning on improving students' thinking logic barriers.

**Results:** The implementation of British and American literature learning strategies not only has a positive impact on students' English reading and writing ability, but also is of great benefit to students' literary work analysis ability, innovation ability, speculation ability and thinking logic. At the same time, it can significantly improve the thinking logic obstacles in learning.

**Conclusions:** This study focuses on the thinking logic barriers of students' learning, implements the promotion strategy of British and American literature, and analyzes the data collected through classroom observation and after-school interview by combining quantitative and qualitative research paradigms, so as to determine the positive impact of British and American literature learning on improving students' thinking logic barriers. The results show that the implementation of British and American literature curriculum construction can significantly improve students' thinking logic obstacles, optimize teaching evaluation and enrich teaching content. At the same time, the implementation of British and American literature learning strategies not only has a positive impact on students' English reading and writing ability, but also is of great benefit to students' literary work analysis ability, innovation ability, speculative ability and thinking logic. At the same time, it can significantly improve the thinking logic obstacles in learning. Therefore, it can be said that British and American literature has certain enlightenment significance to improve the quality of English teaching and students' logical thinking obstacles.

**Key words:** British and American literature - thinking logic - thinking obstacles - data collection - triangular argument - impact analysis

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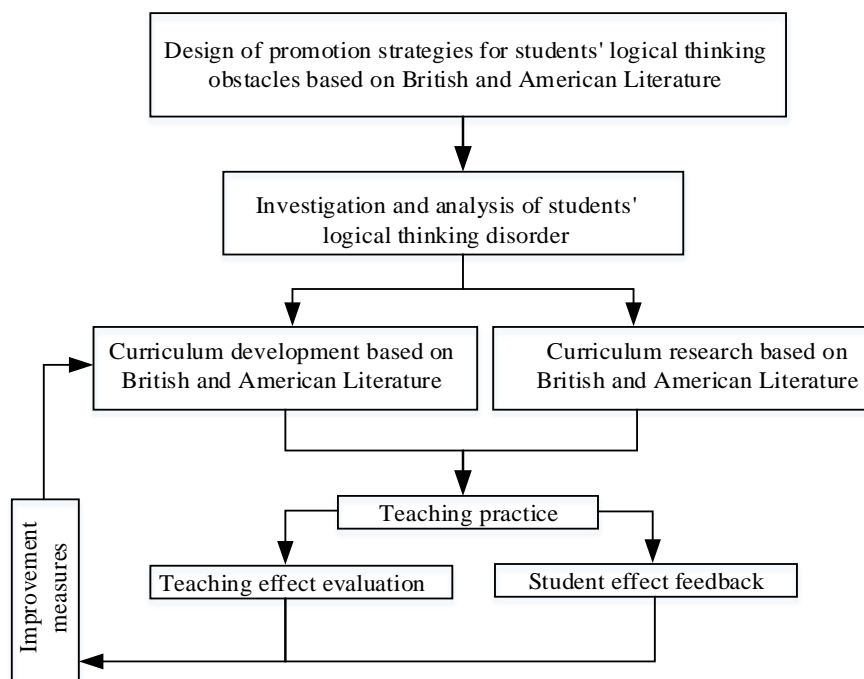
## INTRODUCTION

The newly issued literature teaching curriculum standard points out that students' appreciation and analysis of literary works are of great significance to enrich students' spiritual life and improve students' value judgment, and can significantly improve students' expression ability, feeling ability and thinking ability, and then overcome the thinking obstacles in students' learning process. Research shows that the curriculum construction of British and American literature is an important way to comprehensively improve students' quality and ability (Choi et al. 2020). Among them, for British and American literature, because it has profound cultural connotation, diversified value information and rich aesthetic significance, reading, learning and analyzing it can help students improve their thinking ability and promote their knowledge level (Zhang et al. 2021). Moreover, British and American literature has a huge humanistic value system. In the process of learning it, students can fully mobilize their learning interest and

thinking ability, and enrich reading knowledge, which is also very important for students to form their own value system and thinking mode. This undoubtedly shows the importance and necessity of British and American literature to students' thinking ability (Jagtap et al. 2019). From the perspective of rationality, the accumulation of reading knowledge is also the basic demand for individuals to form rational spirit. Only by firmly mastering the most basic amount of reading can we truly achieve a qualitative leap. As a specific literary phenomenon in a specific period, British and American literature is an important way to the ocean of knowledge and an important way to form personal thinking and judgment. (Jackson et al. 2019). Finally, students' mastery of British and American literature is directly related to their own humanistic feelings. Only then can they really have profound perception and insight, which can not only enrich their personal understanding of life, but also resolve their problems at the level of thinking logical obstacles. Finally, realize the same direction of humanistic sentiment and thinking ability (Chari et al. 2020). In

short, the construction of British and American literature curriculum can not only improve students' knowledge accumulation as a whole, but also cultivate students' own logical thinking ability. That is to say, the teaching of British and American literature is not only conducive to improving students' learning skills, but also plays a key role in improving students' thinking logic barriers (Cui et al. 2020). Therefore, this paper takes the students of a school as the survey object to investigate the impact of British and American Literature Curriculum Construction on students' thinking logic obstacles. At the specific level,

consult the literature to determine the relationship between British and American literature and thinking logic barriers, and then, combined with the quantitative and qualitative research paradigm, carry out data analysis on the data collected through classroom observation and after-school interview, so as to determine the positive impact of British and American literature learning on improving students' thinking logic barriers (Chutia et al. 2020). Among them, the technical route of improving students' thinking barriers based on British and American literature is shown in Figure 1.



**Figure 1.** Technical route of improving students' thinking barriers based on British and American literature

## SUBJECTS AND METHODS

### Study setting

As one of the important forms of rational thinking, logical thinking plays a vital role in personal learning and development. The core connotation of logical thinking is to think and analyze problems in the way of concept, judgment and reasoning, in order to reveal the operation mechanism and universal law of things from the appearance (Xie et al. 2020). The improvement of students' logical thinking ability is of great significance to their study and life, and the use of scientific methods can improve students' logical thinking ability (Aisling et al. 2020). Research shows that the curriculum construction of British and American literature is an important way to comprehensively improve students' quality and ability. Because it has profound cultural connotation, diversified value information and rich aesthetic significance, reading, learning and analyzing it can

help students cultivate their own thinking ability and promote their knowledge level (Wadiak et al. 2019). Moreover, British and American literature has a huge humanistic value system. In the process of learning it, students can fully mobilize their learning interest and thinking ability, and enrich reading knowledge, which is also very important for students to form their own value system and thinking mode. This undoubtedly shows the importance and necessity of British and American literature to students' thinking ability (Jing et al. 2019). In view of this, this study focuses on the thinking logic obstacles of students in a school, and implements the promotion strategy of British and American literature, in order to comprehensively improve students' thinking logic ability, so as to promote students' all-round development. At the specific level, in order to ensure the actual effect of British and American literature curriculum construction, the research objects are randomly divided into experimental group and control group,

and the two groups of students are compared and analyzed before and after the experiment.

## Design

The study of British and American literature can imperceptibly improve students' basic skills in English language learning, stimulate college students' interest in learning English, and help students improve their logical obstacles in learning thinking. This paper analyzes the acceptance and contact mode of British and American literature among students. It is found that the analysis of British and American literary works has an important impact on students' thinking logic obstacles and helps to improve students' thinking ability. In view of this, this study focuses on the thinking logic barriers of students' learning, implements the promotion strategy of British and American literature, and analyzes the data collected

through classroom observation and after-school interview by combining quantitative and qualitative research paradigms, so as to determine the positive impact of British and American literature learning on improving students' thinking logic barriers. In order to avoid the impact of researchers' professional background knowledge on natural evaluation, researchers conducted semi-structured interviews with students in the experimental class after the beginning of the experimental course and before and after the test to confirm the data of classroom observation and test. The statistical methods used in this study include bivariate analysis and chi square analysis (classified data) or *t*-test (continuous data) using Statistical Product and Service Solutions (SPSS). Table 1 shows the influence of British and American literature on students' English language development.

**Table 1.** The influence of British and American literature on students' English language development

Question type	Group	Pre-test		Post-test	
		Average score	<i>P</i>	Average score	<i>P</i>
Listening comprehension	Test group	19.39	0.039	15.96	0.730
	Control group	18.19		16.01	
Reading comprehension	Test group	15.64	0.070	12.36	0.044
	Control group	15.01		11.78	
Writing ability	Test group	10.24	0.080	15.33	0.937
	Control group	11.12		15.36	

**Table 2.** The influence of British and American literature on students' thinking logic obstacles

Question type	Group	Pre-test		Post-test	
		Average score	<i>P</i>	Average score	<i>P</i>
Expressive ability	Test group	2.91	0.839	4.98	0.000
	Control group	2.80		2.80	
Divergent thinking	Test group	4.54	0.170	5.66	0.000
	Control group	4.21		4.22	
Organization skills	Test group	3.45	0.382	4.98	0.000
	Control group	3.69		3.69	
Analytical ability	Test group	4.69	0.126	5.98	0.000
	Control group	5.01		5.03	
Overall score	Test group	9.78	0.687	14.45	0.000
	Control group	9.86		10.26	

## RESULTS

### The influence of British and American literature on students' English language development

As shown in Table 1, before the implementation of the British and American literature curriculum construction strategy, there was no statistical difference in the reading comprehension, listening ability and writing ability between the two groups,

indicating that the two groups of students were consistent and comparable. After the implementation of the curriculum construction of British and American literature, the reading comprehension ability and writing ability of the students in the experimental group have been significantly improved, with statistical differences. This shows that the curriculum construction of British and American literature can play an important role in promoting students' reading and writing ability.

## The influence of British and American literature on students' thinking logical obstacles

It can be seen from Table 2 that before the experiment, there was no statistical difference in the expression ability, divergent thinking, organization ability, analysis ability and overall score between the two groups, indicating that they were comparable. By comparing the experimental group with the control group, the students' expression ability, divergent thinking, organization ability, analysis ability and overall score were significantly improved before and after the implementation of British and American literature course. This shows that the implementation of British and American literature curriculum can effectively and significantly improve students' thinking logic obstacles.

## DISCUSSION

As one of the important forms of rational thinking, logical thinking plays a vital role in personal learning and development. The core connotation of logical thinking is to think and analyze problems in the way of concept, judgment and reasoning, in order to reveal the operation mechanism and universal law of things from the appearance (Sarkar et al. 2019). The construction of British and American literature has profound cultural connotation, diversified value information and rich aesthetic significance. Therefore, reading, learning and analyzing it can help students cultivate their own thinking ability and promote their knowledge level. This study shows that before and after the implementation of British and American literature curriculum, students' expression ability, divergent thinking, organization ability, analysis ability and overall score have been significantly improved. This shows that the implementation of British and American literature curriculum can effectively and significantly improve students' thinking logic obstacles. Therefore, it is consistent with the previous research results (Pekar et al. 2019). By constructing the curriculum construction of British and American literature, we can not only improve students' knowledge accumulation as a whole, but also cultivate students' own logical thinking ability.

## CONCLUSIONS

It can be said that the teaching of British and American literature is not only conducive to improving students' learning skills, but also plays a key role in improving students' thinking logic barriers. In short, the learning process of British and American literature is a process of understanding its culture. The classic literary works of a country just concentrate the cultural essence of the country. Nowadays, high-tech products such as computers and mobile phones have also been integrated into students' daily life. Most

students begin to rely on the Internet to enrich their lives and complete their studies (Kathryn et al. 2020). Literary classics are gradually ignored, and many students think it is boring to read literary works. Only a few English majors will read them because they involve courses related to British and American Literature (Barrett et al. 2020). In the long run, it will have a great negative impact on students' thinking logic. However, British and American literature is actually an important part of people's value system and way of thinking. By reading British and American literature, students can expand their knowledge structure, understand western culture and improve their cultural literacy, so as to promote the cultivation of personal logical thinking ability.

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### Contribution of individual authors:

Xin Chang: wrote original draft, participated in literature search and analyses, evaluations and manuscript preparation, as well as wrote the paper.

Yajing Wang: conceived and designed the manuscript, interpreted the data, and participated in project administration including resources, software, validation, visualization, conceptualization, investigation and methodology.

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# CONSTRUCTION OF MULTI FEATURE CURRICULUM SYSTEM OF AESTHETIC EDUCATION CONSIDERING PSYCHOLOGICAL AND WILL OBSTACLES

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## SUMMARY

**Background:** For the modernization of China's education, improving college aesthetic education is an important strategic policy. Accordingly, in 2019, the Ministry of Education issued the opinions on effectively strengthening the aesthetic education of xinshida colleges and universities, which clearly pointed out that the aesthetic education of colleges and universities is a new deployment and plan for China's educational modernization, and strictly determined to fully form a socialist aesthetic education system of colleges and universities with Chinese characteristics in 2035. Although at the top-level deployment level, China's college aesthetic education has a clear planning direction, through the investigation and analysis of the current situation of college aesthetic education construction, it is not difficult to find that the construction of college aesthetic education in China is not perfect, and the aesthetic education concept of contemporary college students has corresponding limitations. Specifically, the aesthetic education curriculum in colleges and universities is insufficient, the system is not perfect, the aesthetic education concept of contemporary college students is relatively narrow, and there are serious psychological and will obstacles to the aesthetic education curriculum, and so on. In view of this, according to the above background and practical problems, combined with the psychological and will obstacles of contemporary college students, this study carried out the research on the construction of college aesthetic education curriculum system.

**Subjects and methods:** The purpose of this study is to solve the psychological and will obstacles of contemporary college students by constructing a perfect curriculum system of aesthetic education in colleges and universities, and promote the all-round development of humanistic and aesthetic quality of contemporary college students. Research methods: based on the construction of college aesthetic education curriculum system with students' psychological and will obstacles, through literature analysis and questionnaire survey, this paper defines the construction status of college aesthetic education curriculum, college students' aesthetic education concept, and college students' psychological and will obstacles to college aesthetic education. Then the collected data are statistically analyzed.

**Results:** The implementation of college aesthetic education curriculum based on students' psychological and will obstacles can not only promote students' mental health, but also cultivate students' aesthetic cultivation. It can be said that in the face of the current situation of aesthetic education in colleges and universities, the construction of college aesthetic education curriculum system based on students' psychological and will obstacles be of great value and significance to solve the problems of college students' psychological and will obstacles and to realize the deployment of socialist education modernization with Chinese characteristics.

**Conclusions:** The construction of college aesthetic education curriculum system based on students' psychological and will obstacles be of great value and significance to solve the problems of college students' psychological and will obstacles and to realize the deployment of socialist education modernization with Chinese characteristics. Therefore, it can be said that the construction of college aesthetic education curriculum system based on students' psychological and will obstacles be not only the unremitting pursuit of college aesthetic education itself, but also the sacred mission of college aesthetic education curriculum construction in the new era.

**Key words:** aesthetic education - college students - will - psychology - multi feature curriculum - system construction

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## INTRODUCTION

The construction of college aesthetic education curriculum system based on students' psychological and will obstacles first need to define and analyze the relevant core concepts, and take this as the logical starting point to build the theoretical framework of college aesthetic education curriculum system in the new era. The relevant core concepts designed in this study mainly include: the theory of aesthetics, the relationship between aesthetic theory and aesthetic education, and the relationship between aesthetic

education and contemporary college students' psychological and will disorders (Wei et al. 2020). Among them, the theories of aesthetics include: the beauty of form, the beauty of perfection, the beauty of pleasure, the beauty of rational content in perceptual form and so on (Amira et al. 2019). No matter what kind of aesthetic theory, it explains beauty from different angles and sides. Although different schools have different understanding of the essence of beauty, the stipulation of beauty is always related to the internal essence of things, and the aesthetic theory of