

# Investigation and Research on the Current Situation and Sustainable Development of Literary Clubs in Anhui University of Finance and Economics under the Epidemic Prevention and Control Model

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## Abstract

**Objective:** To investigate the current situation of the development of literary clubs in Anhui University of Finance and Economics in the form of epidemic prevention and control, analyze the problems of the existing literary clubs, and find the improvement strategies of literary clubs. **Methods:** A questionnaire survey was conducted on the development status of literary clubs in Anhui University of Finance and Economics, covering the main types of literary clubs such as traditional culture, spiritual entertainment, foreign literature and simple classification. Taking freshman and sophomore students as the main targets of the survey, we studied the operation process and model characteristics of the literary clubs, analyzed the problems of the existing literary clubs through statistics, proposed targeted improvement measures in combination with the requirements of the new epidemic prevention and control, explored the survival of literary clubs under the normalization of the epidemic, and provided ideas for the healthy and sustainable development of university literary clubs. **The study provides ideas for the healthy and sustainable development of university literary clubs. Results:** During the normalized epidemic prevention and control period, the activities of university literary clubs are greatly restricted. Making good use of Internet technology, breaking through the limitations of time and place, and meeting the requirements of epidemic prevention and control, and achieving "zero-contact" education, provides conditions for the continued development of literary clubs and ensures the health and safety of students and club teachers.

## Keywords

College Students; Literary Club; Teaching.

## 1. Background, Research Questions and Significance of the Literary Club of Anhui University of Finance and Economics

In 2018, Anhui Provincial Department of Education promulgated the Opinions of Anhui Provincial Department of Education on Implementing the Teaching Reform of Public Physical Education and Art Education Club System in Colleges and Universities in the Province[1] In 2019, the Ministry of Education issued the Opinions on Effectively Strengthening the Aesthetic Education Work in Colleges and Universities in the New Era, which addresses the problem that "the aesthetic education work in colleges and universities is not compatible with the current requirements of education reform and development, and it is not compatible with the construction of the education system of moral, intellectual, physical, aesthetic and labor training. In response to the problem that "the aesthetic education work in colleges and universities is not compatible with the requirements of the current education reform and development, not compatible with the construction of the education system of comprehensive cultivation of moral, intellectual, physical, aesthetic and labor, and not compatible with meeting

the expectations of the majority of young students for high-quality and rich aesthetic education resources"[2] , it clearly points out that the aesthetic education work in colleges and universities is immature at this stage, and proposes that colleges and universities should develop literature and art education with high quality. In the face of the new situation and new requirements, Anhui University of Finance and Economics gradually builds literary and artistic clubs on campus.

The term "club" is of European origin and refers to a place or organization that provides entertainment or benefits to a specific group of people. Club-based teaching is a kind of teaching organized in the form of a club[3] . This research activity studies the operation mode of Anhui University of Finance and Economics Literary Arts Club, explores new ways for the healthy and sustainable development of the club under the epidemic prevention and control mode, and reflects the existing shortcomings with the feedback and opinions of the students on the club. The literary club breaks the original level and the inherent class establishment in the setting of curriculum, and the school students can give full play to their subjective initiative, which can satisfy students of different levels, different levels and different interests. The study of the existing literature and arts clubs will help further promote students' independent choice of rich and high-quality spiritual and cultural teaching in addition to the mastery of professional knowledge, find a "new path" for traditional culture to enter the campus, carry out good aesthetic education, and enhance the cultural confidence of college students.

## **2. Research Materials and Methods**

### **2.1. Initial Design of the Questionnaire**

With the global spread of the new crown epidemic, the epidemic in China has entered the stage of normalized prevention and control, which inevitably has an impact on college students' participation in literary club activities due to the epidemic prevention and control factors. This survey was conducted for freshmen and sophomores of Anhui University of Finance and Economics, and the questionnaire was used to investigate the current situation of literary club activities in Anhui University of Finance and Economics. Through analyzing the results of the survey, we intend to find the factors influencing the development of literary club activities during the normalized prevention and control of the epidemic, explore the innovation of literary club activities during the normalized prevention and control of the epidemic, and provide suggestions for the development of literary clubs in the university.

### **2.2. Research Methodology**

The survey used a self-assessment web-based questionnaire, and 203 anonymous questionnaires were distributed to freshmen and sophomores, 195 were returned, with a recovery rate of 96.06%. The questionnaires with short response time and questionnaire options with more than 90% similarity in answers were screened and excluded, and a total of 4 invalid questionnaires were excluded, of which 191 were valid. The results of the survey were statistically analyzed by SPSS software, and a significant difference was considered at  $P < 0.05$ .

## **3. Findings**

### **3.1. Gender Ratio of Participation in Literary Clubs**

In this survey, women accounted for 85.86% and men accounted for 14.14%, with a serious imbalance in the ratio of men to women. In addition to the factors inherent in the ratio of males to females in our school, there is a significant difference in the perceptions of male and female students regarding participation in clubs.

The survey results show that college girls are more motivated than boys to participate in literary clubs, and literary clubs are less attractive to boys. This is consistent with the characteristic that most male students lack interest in more artistic literary education and reflects that female students have a stronger curiosity in literary learning.

### 3.2. Types of Club Participation

Universities generally allow students to participate in several literary clubs, and the percentage of students who chose the traditional culture category was 75%. The percentage of spiritual entertainment category was 27.56%, and the percentage of easy-to-get classification and foreign literature and culture category were 10.26% and 7.05%, respectively, with significant differences in intra-group comparison ( $p < 0.05$ ). (See Figure 1)

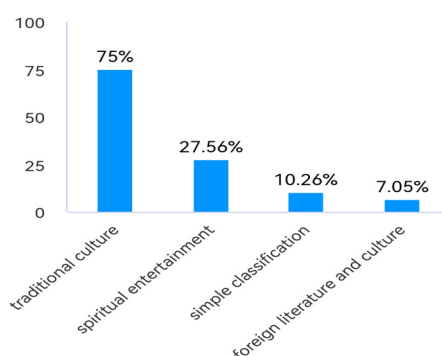


Figure 1. Types of clubs chosen by students

With the right to choose from various types of arts and culture clubs, most students participate in "traditional culture" arts and culture clubs, which indicates that college students have a clear tendency to learn about and study traditional culture. College students respond positively to the policy of "traditional culture on campus" and have a greater interest in learning the essence of Chinese studies and promoting Chinese civilization.

The low number of choices for the "Easy to Classify" literature and art club fully demonstrates that college students are no longer limited to earning credits, but are willing to break through the confines of the credit system, give full play to their initiative, and consider their individuality and strengths, which is of great significance to the cultivation of a healthy personality. The reason for the low number of students choosing "Foreign Literature and Culture" is that the cultures of different countries and regions have certain cultural differences and require a certain language foundation and threshold of entry.

### 3.3. Frequency of Club Activity Participation

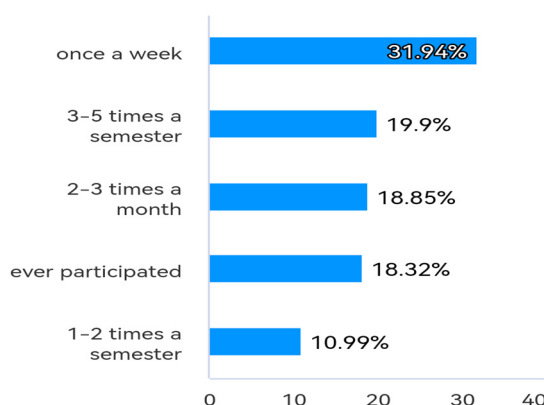


Figure 2. Frequency of college students' participation in clubs

The frequency of university students' participation in club activities, once a week and two to three times a month together accounted for 50.79% of the total percentage, indicating that the participation of university students in literary clubs is still not high enough and the popularity of club teaching is not as high as it should be. The number of students who have never participated in arts clubs is 18.32% of the total, which indicates that the relevance of arts clubs to individual students is not good, and the number of students who participate in clubs frequently and actively is still quite different from the expected number. At the same time, it shows that our school's literary club has problems such as insufficient publicity, rigid course schedule, and low operability resulting in low student participation, which needs to be improved.

### 3.4. Reasons for Low Frequency of Club Participation

In terms of time arrangement, 85.11% of the students said "the activity time conflicts with their courses" and 70.21% said "too many personal arrangements". As a result, students are unable to participate in the club activities in time. This shows that the reasonable arrangement of club hours and even breaking the limitations of time and space are of great significance to the healthy development of arts clubs in our school.

At the level of club promotion and organization, "club activities are not attractive", "no interest", "can't find a partner, can't do activities" and The proportion of "complicated activities, not suitable for you" is also high, which means that the club's publicity is not efficient enough, and it has not yet built a complete system to publicize, arrange and carry out activities. As a result, some students are not aware of the importance of "aesthetic education" to their overall development, and thus lack interest in arts and culture clubs. Or they are unable to participate in the club activities because they cannot find the appropriate activity organization due to the closed information. The level of organization is not detailed, so that a single activity does not meet the requirements of different levels of students, making the club activities do not match individual abilities.

### 3.5. The Role Played by College Literary Club Activities in Quality Education of College Students

On the choice of the three roles listed in this questionnaire, the vast majority of students thought that the activities of school literary clubs could improve the literary and aesthetic skills of college students, accounting for 83.77%, with a significant difference in intra-group comparison ( $p < 0.05$ ). Most students believe that literary clubs are beneficial to the dissemination of excellent culture and can help college students improve their communicative skills.

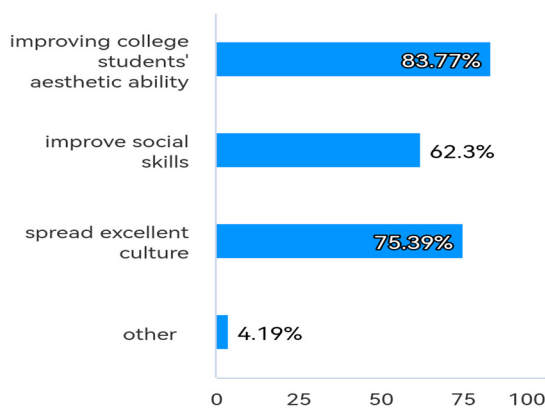


Figure 3. What college students think clubs bring to the table

The survey shows that, on the personal side, the literary club drives a variety of colorful and high-quality culture into the campus, which is the main body of implementing aesthetic education for all school students in colleges and universities at this stage, and it is not only a simple aesthetic education, but also a kind of spiritual education. It is conducive to forming correct aesthetics, improving aesthetic and humanistic qualities, cultivating positive personality, creating campus art and cultural environment in a fun way, enriching social life and further enriching the content of public art education in colleges and universities. In terms of cultural dissemination, most students recognize that arts clubs have the ability to bring excellent culture, and that "elegant art on campus" can fully inherit and promote traditional culture, absorb high-quality foreign culture, and learn the culture of today.

### 3.6. Considerations for Choosing a Club

Students in our school are polarized when choosing arts and culture clubs. "Personal interest" and "time arrangement" accounted for 87.96% and 67.02% respectively. "The personal charm of teachers" accounted for 48.69%, which is more important than other factors.

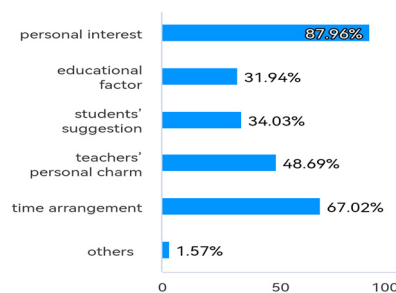


Figure 4. Factors influencing club selection

The vast majority of college students will consider their own personalities and characteristics as well as the schedule of club courses when choosing arts and culture clubs, which once again confirms that in the club teaching system, students' subjective initiative can be fully exercised, and they are no longer trapped in the early exam-oriented education, which provides favorable conditions for cultivating the correct aesthetic tone of college students. However, the university club system is still imperfect, and the problem of time conflict sways students' choices, thus affecting the actual effect of club teaching. In addition, teachers' personal charisma, ability level, knowledge structure and comprehensive quality all influence students' final choice. How to break the solidified thinking of teachers in club teaching, avoid teaching with empiricism, and adapt to club teaching to form a unique style to attract students still needs continuous exploration in development.

### 3.7. What the Participating Clubs Want to Achieve

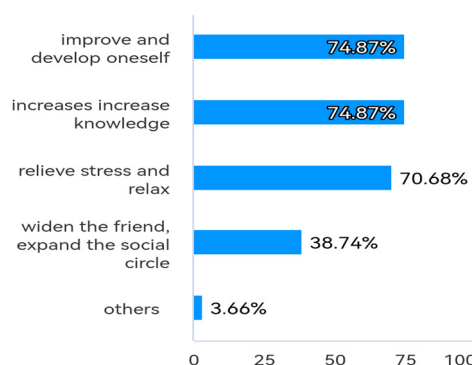
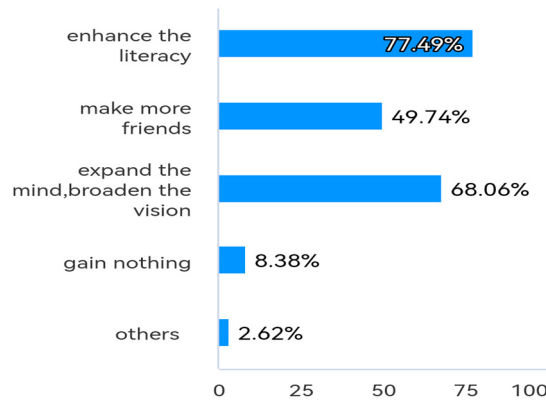


Figure 5. What students want to achieve by participating in the club

The three options of "improve and develop oneself", "increase insight and expand extracurricular knowledge", and "relieve stress and relax" all accounted for more than 70%, with significant differences in intra-group comparisons (  $P < 0.05$ ). This indicates that college students hope to bring about their own internal development, improve their comprehensive quality and psychological quality, accept quality culture, and enhance aesthetic experience in learning through participation in clubs.

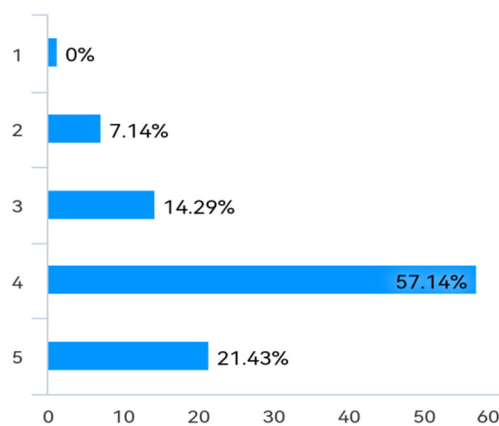
### 3.8. The Rewards of Participating in Literary Clubs



**Figure 6.** What students think they have gained from participating in the club

77.49% of students choose "enhance cultural literacy", which means that literature and arts meet the requirements of students' own physical and mental development, actively mobilize students' subjective initiative, cultivate students' artistic and humanistic literacy in a warm learning atmosphere, train students' innovative thinking mode, enable students to learn, appreciate and think, and improve their comprehensive quality. 68.06% of students choose "to expand their thinking and broaden their horizons", which means that the opening of arts clubs in colleges and universities can help make up for the relatively lagging development of "aesthetic education" under the traditional single teaching system. However, 8.38% of the students still choose "no gain", which reveals that the existing literary arts clubs still have defects such as insufficient refinement of hierarchy, insufficient teachers and lack of innovation in the construction of club curriculum management.

### 3.9. Extent of Impact of the Epidemic on the Current Teaching of Literature Clubs



**Figure 7.** Extent to which students perceive the epidemic to have affected club operations



The impact of epidemic prevention and control on the development of arts and culture club activities is indicated by the Arabic numerals 1 to 5. A total of 78.57% of students chose 4 or 5, indicating that most students believe that club teaching is affected to some extent under the regular epidemic prevention and control situation. Due to the inability to hold cluster-type activities, school literary clubs had to suspend offline teaching during the epidemic prevention and control phase, which had an impact on the continued development of literary clubs.

## **4. Existing Problems of College Literary Clubs**

### **4.1. Time and Space Arrangements are Rigid, and the Number of Places for Activities is Limited**

Due to the uneven distribution of the number of students between the east and west campuses of Anhui University of Finance and Economics, the number of clubs in the two campuses differs too much, and there is a lack of clubs in the students' campuses, which requires students to attend classes across campuses and spend unnecessary time on traveling. The limited number of places in each club often prevents students from attending classes, and some students are unable to participate in the club.

### **4.2. The Club System is not Yet Perfect, and the Curriculum is Not Comprehensively Built**

At this stage, club courses suffer from loose and rigid management, inflexible classroom teaching management, confusing credit certification models, inconspicuous assessment and feedback mechanisms, and outdated teaching facilities. Especially due to information flow barriers, resulting in students not getting the exact news of club teaching in time, resulting in information lag. And the incomprehensive curriculum system leads to a mismatch between students' individual abilities and teaching resources, which is not conducive to maximizing the effect of club-based teaching. The model still follows the old way, with teachers and teaching assistants lecturing in the classroom and students passively listening to the lectures, with old and single teaching methods, students lacking good practical experience and insufficient participation inside and outside the classroom.

### **4.3. Impact of the Epidemic Prevention and Control Model on the Development of Club Activities**

According to an online survey conducted by the Training and Education Committee of the China Association of Private Education from February 7 to February 14, 2020 on the impact of the novel coronavirus epidemic on training institutions in 31 provinces and cities, more than 90% of educational institutions in China believe that "Their business activities have been seriously affected", and some of them believe that "they are having serious difficulties in their business"[4]. During the epidemic prevention and control period, crowd gathering type activities cannot be held, the classroom format is closed, offline club teaching is hindered, the shortcomings of the traditional teaching format are exposed, and the monotonous and rigid teaching arrangement of fixed location and fixed time is no longer suitable for students to participate in club activities at this stage.

### **4.4. Mandatory Credit Clubs Discourage Student Interest**

Although college arts clubs have a certain degree of autonomy and students can choose their clubs and teachers, the current club teaching is still carried out according to the credit system, with a fixed minimum number of participation and no credit redemption if the number of participation is not reached, which to a certain extent limits students' individual development. In the credit system, students can also choose the difficulty they want to face when they participate in clubs, which may lead to some students intentionally taking refuge in the easy

ones, relying on passive participation in club activities or a large number of simple and meaningless activities to "make up credits", which will inevitably affect the realization of the cultivation goals of arts clubs and reduce the quality of arts learning. This will inevitably affect the realization of the goals of arts clubs and reduce the quality of arts learning.

## 5. Propose Corresponding Reform Strategies for the Current Situation

### 5.1. Build a Networked Course Resource Platform in "Disease Prevention

At present, China's education informatization construction has reached the 2.0 stage, from the construction of education informatization technology, platforms and scenarios towards the application, but also committed to the deep integration and innovation of information technology and education model[5]. The use of network technology, break through the limitations of time and place and other factors, network technology applied to distance education, at any time, any place, distance learning, in line with the requirements of epidemic prevention and control, to achieve "zero contact" education, to provide conditions for the continued development of arts and culture clubs, but also to protect the health and safety of students and club teachers.

In order to break the limitation of time and space, we can adopt a "combination of online and offline" teaching format. Wang Xiaoqiu expressed his views on the mode of "online and offline mixed teaching" in "Research on online and offline mixed teaching of college art courses under the new pneumonia epidemic": "In the process of online and offline combination of college art courses, we must base on the actual situation of art courses, combine the characteristics of art courses and give full play to the advantages of rich online course resources to achieve the goal of teaching tasks in a multi-pronged way. In the process of combining online and offline art courses in colleges and universities, we must base on the actual situation of art courses, combine the art courses with the characteristics of art courses, give full play to the advantages of rich online course resources, and realize the teaching task objectives with a multi-pronged approach. In the process of offline teaching practice, the enthusiasm of students' independent learning should be improved continuously, and the ultimate purpose is to improve the learning effect by stimulating students' subjective initiative and continuously improve students' independent practice ability." [6] In the process of creating the "combination of online and offline" mode of Anhui University of Finance and Economics club, we can learn from this viewpoint. For the online teaching which is not yet developed perfectly at this stage, the club teachers can live broadcast or record the classes during the on-site teaching, and make use of the developed network information technology means, such as MOOC (massive open online courses), micro-lesson (micro-lesson), etc. The use of developed network information technology means, such as MOOC (massive open online courses), microlecture, Netease Online Open Courses and Tencent Classroom, etc., to develop high-quality online educational resources, change the previous club course management is not flexible, teaching resources are not fully developed, teaching The problems of inflexible management of club courses, inadequate development of teaching resources, single mode of assessment, and unremarkable transformation of teaching results are[7], expanding online learning quotas to cover all club students as much as possible, allowing every student to have "immersive" learning, avoiding the inability to participate in class due to scheduling conflicts, and enhancing students' sense of participation. Using the platform well, we can effectively collapse teaching resources, give full play to the knowledge of each classroom, effectively improve the teaching effect of university arts clubs, and form a characteristic educational resource.

Of course, online education also has problems that need improvement and attention. In the process of developing online teaching, attention should also be paid to identifying the high and low quality of the online platform, strengthening the supervision of the course, and reducing



the appearance of weakening the teaching effect due to the lack of students in the constraints of the classroom teaching order.

## 5.2. Building a Sound Club System and Choosing Tiered Teaching

Establish a literary club system integrating "propaganda, information communication, teaching resources allocation, classroom teaching management, credit certification and evaluation feedback", and carry out online propaganda with the help of platforms such as WeChat public platform, which is one-to-many in terms of information dissemination, while the WeChat public platform of college sports club is built on the model of acquaintance between teachers and students. This makes the pushing of sports information will not cause students to resist, and some information is closely related to the characteristics of students' institutions, students will even take the initiative to pay attention to share the news pushed by college club WeChat public platform, as long as the information pushed by college sports club WeChat public platform is of high quality and meets students' needs, it will quickly have a large number of fan groups, thus making The information can reach the ideal rate and viewership[8]. Schools should issue clear documents and notices, set reasonable and clear rules for credit recognition, confirm relevant responsible personnel, clarify regulations and responsibilities, develop management systems and incentives, establish a sound team of teachers, account for the workload of club teachers, count in the assessment system, and make comprehensive evaluation of the guidance work and activities carried out by teachers' clubs to give full play to the teachers' subjective initiative.

Tiered instruction, also known as grouping and ability grouping, is the process of scientifically dividing students into groups of similar levels and treating them differently according to their existing knowledge, ability levels and potential tendencies, so that these groups can best develop and improve through the teacher's appropriate tiered strategies and interactions[9]. The choice of tiered instruction is based on the ability and interest of the students, so that "beginners" who do not have the appropriate foundation can join the basic club and learn the easy-to-learn introductory level. Experienced students can apply to join the higher level clubs. The detailed tiered teaching can be tailored to the student's needs, respecting the learning situation and student differences, and promoting the effective development of each student's individual differences.

## 5.3. Overturning the "Credit First" and Seeking Various Ways to Motivate Students

The "credit system" implemented by schools for clubs does urge students to choose clubs for study to a certain extent, but it is still compulsory study. Chen Jianjun has proposed in the "Analysis of Management Mechanism of College Sports Clubs" that "some colleges and universities regard the management of clubs as administrative management with the color of compulsion or order, which brings greater restrictions to clubs in terms of activity contents and methods." [10]Wang Jing, Jiang Jing, Xu Cunfu and other scholars also suggested in their research that at this stage, clubs have not completely got rid of traditional teaching thinking, and there are still many difficulties and resistance[11]. In addition to the traditional mandatory learning, we can find another way to mobilize students' interest, such as combining with the cultural development of today's times high quality literature and art club activities, using the elegant and popular culture itself to attract participants to participate. We can also organize special activities and competitions with school clubs and set up relevant prizes to motivate students to participate actively. Optimize the team of teachers, improve the personal charm of club teachers, attract students with high teaching standards, strengthen the construction of professional teachers in the School of Arts, increase the investment and construction of venues and equipment for literary clubs, cultivate teachers with professional expertise, provide more opportunities for the school's literary club teachers to go out for study and exchange, and continuously improve the teaching level and aesthetic quality of existing club teachers. Make

full use of the school's existing resources for the reconstruction of professional venues, and increase funding to meet the needs of students participating in the Arts Club to the maximum extent possible.

## 6. Summary

Based on this investigation and research on the current situation of literary club in Anhui University of Finance and Economics, it is found that there is great room for improvement in the development of literary club, and universities should make efforts to improve the club system, combine the networked resource platform for teaching, and also maintain healthy operation under the epidemic prevention and control mode. The teaching system of literary arts clubs breaks the monotony of traditional teaching, pays more attention to students' self-interest and personality development, and can promote students' comprehensive and coordinated physical and mental development. Continuing to implement literary arts clubs in the epidemic prevention and control mode, and innovating the teaching methods and evaluation system of literary arts clubs, can bring about sustainable and healthy development of spiritual civilization. We should firmly resolve to deepen the reform of art education, improve the shortcomings of the existing clubs, and find more unknown benefits in the development of literature and art clubs.

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