

teaching in colleges and universities.

Results: Chorus teaching is not only to make the students master the knowledge of chorus and command, but also let the students have a certain ability to perform the chorus and command, which requires the students to understand, analyze and deal with the music from the double angles of singing and conducting. The study of theory and the training of skills are the core of chorus command teaching, which shows the professional and practical of the chorus command teaching. In the teaching of chorus command in colleges and universities, the following points should be emphasized in order to fully realize the professionalism and practicality of teaching, as Figure 1.

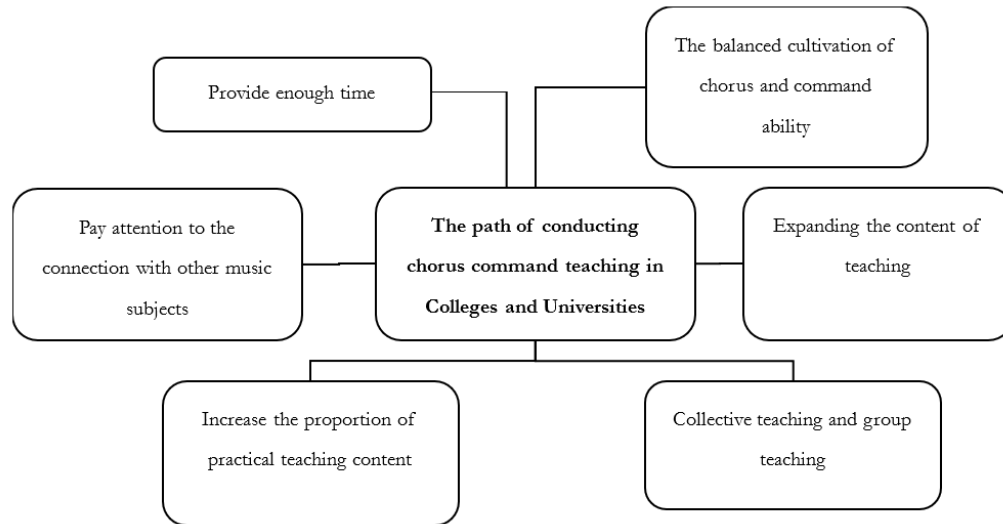


Figure 1. The path of chorus command teaching in colleges and universities

In addition, the proportion of practical teaching content should be increased. The study of the chorus command course is not only the study of theoretical knowledge, but also the learning of chorus and command skills. Practice and theory are equally important, and no one should be ignored. In the arrangement of teaching content, the practice of students should be increased. The more times the practice is, the more the students' chorus command experience will be. At the same time, the students' organizational and performance ability is also cultivated in the concrete practice. Chorus is art of teamwork, and it can't be completed by one person. The wonderful chorus performance often requires the tacit coordination of the whole chorus team and the command. In the practice of the re-creation of a chorus work, the ability of the students' chorus command and operation will be exercised and promoted repeatedly. At the same time, teachers should provide necessary and timely help to the students in the process of practice training, and provide solutions to the students' various problems, so as to help them improve the level of chorus command.

Conclusions: The shortage of chorus command talents requires that universities must deeply reflect on a series of problems in current teaching when carrying out chorus command teaching. It includes the lack of attention to the chorus command course, the single form of teaching, the neglect of the command practice of the students, and so on. On this basis, colleges and universities should transform teaching strategies conscientiously, recognize the value of chorus command teaching, and adopt comprehensive teaching methods. Through the provision of adequate number of hours, balanced chorus and command ability, and increasing the proportion of practical teaching content, the professionalism and practicability of the chorus command teaching are realized, so as to cultivate outstanding choral conductor talent.

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A THEORETICAL MODEL OF SPORTS SINGLE CYCLE COMPETITION RANKING BASED ON SPORTSMANSHIP PROMOTION

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Background: Antagonism competition's principle of "Winner takes priority, pay attention to winning or

losing” and round robin contest’s principle of “Judging ranking by fulfilling whole competitions”, objectively they have certain contradictions. In order to solve relative problems, international and domestic relative experts are constantly exploring and researching, so that let competition rules to constant reform. Consult relative literatures, they analyze competitive item and antagonism item contests differences, points out antagonism type contest ranking complex and the two kinds of competitions ranking methods essential differences.

Study design: With international sports constant development, competition rules constant reformation and development, ranking methods in contests, especially for ranking methods in antagonism item round robin contests, is one of problems that mostly discuss for a long time. Antagonism competition’s principle of “Winner takes priority, pay attention to winning or losing” and round robin contest’s principle of “Judging ranking by fulfilling whole competitions”, objectively they have certain contradictions, the paper puts aside values on contest result, directly ranks according to performance in contest, ranking objectivity, fairness would be stronger. The paper established model that utilizes matrix maximum feature value and feature vector to rank on single cycle competitions, which provides objective references for senior manager guiding training and competition.

Subjects and methods: Several teams participate in single cycle competitions; each team confront in pairs. Assume every competition only calculates winning or losing, no calculation of scores, and rank after competition is over. In the following, it makes discussion on the case only play games for one time: Two-way connected contest graph.

For any one pair of vertexes, it has two directed paths, let two vertexes to be able to connect with each other, such kind of directed graph is called two-way connected contest Figure 1.

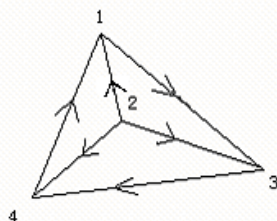


Figure 1. Non-two way connected contest graph example

Results: According to regulation, two times intra-team selective competition integral add and get top three athletes that will be qualified to attend in the 49th world table tennis championship men’s singles competition, athletes that achieve the fourth and sixth will be qualified to attend in the 40th world table tennis championship. Below Table 1 are respectively two times major cycle mutual competition results, in the table 1 represents horizontal athlete wins the vertical athlete, on the contrary, it is 0, rank players according to the result.

Table 1. The first-round cycle competition result

	No.1	No.2	No.3	No.4	No.5	No.6	No.7	No.8	No.9	No.10	No.11	No.12	No.13	No.14	No.15	No.16
No.1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1
No.2	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1
No.3	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1
No.4	1	0	1	0	1	0	0	1	1	0	1	1	1	0	1	1
No.5	0	1	1	0	0	1	0	1	1	0	0	1	1	1	1	1
No.6	0	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1
No.7	0	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0
No.8	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1
No.9	0	1	0	0	0	0	1	0	0	1	1	1	1	0	1	1
No.10	0	0	0	1	1	0	0	0	0	0	0	1	1	1	1	1
No.11	0	1	0	0	1	0	0	1	0	1	0	1	0	0	0	1
No.12	0	1	0	0	0	0	1	1	0	0	0	0	1	1	1	0
No.13	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1
No.14	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1
No.15	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
No.16	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0

Athletes' serial numbers are as follows: No.1: Hao Shuai; No.2: Ma Lin; No.3: Zhang Chao; No.4: Wang Li-Qin; No.5: Wang Hao; No.6: Ma Long; No.7: Chen Qi; No.8: Lei Zhen-Hua; No.9: Li Ping; No.10: Zhou Bing; No.11: Zhang Ji-Ke; No.12: Qiu Yi-Ke; No.13: Wang Jian-Jun; No.14: Xu Xin; No.15: Li Hu; No.16: Hong Ying-Chao.

Conclusions: By above model and living examples, it is clear that the paper established model is higher matched to practical status, antagonism type round robin contest ranking basic principle is "high scores rank top", ranking basic method is "game model". Antagonism type round robin contest ranking "game model" has certain differences with current general used ranking methods. But start from the perspective of manager, antagonism type round robin contest ranking "game model" is more beneficial to senior manager and coaches to gain insight on each participation objects overall performance in cycle competitions.

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CROSS-CULTURAL COGNITIVE IMPAIRMENT IN COLLEGE STUDENTS' ENGLISH WRITING AND ITS ADAPTIVE STRATEGIES

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Background: With the continuous increase of our country's investment in university education and the further deepening of economic globalization, the English classroom teaching of university students' education has been more and more affected by people's attention. However, due to the weak English level of most college students in the stage of basic education, and the traditional teaching content and teaching methods of college students, the attention to the differences between Chinese and Western languages and cultures is ignored, resulting in the psychological cognitive impairment of students in learning cross-cultural English. In recent years, process writing has been promoted as a teaching method focusing on students' experience of writing process in order to improve the indoctrinated English teaching method which emphasizes too much on results. Based on the analysis of several common cognitive problems in college English writing, this paper puts forward some adaptive strategies to overcome cross-cultural cognitive barriers from the perspective of process writing, aiming at providing some teaching enlightenment for college teachers and students.

Subjects and methods: (1) Gender, grade, major, length of schooling, etc. (2) Intercultural Communicative Competence Self-Report Scale, full name is Intercultural Communicative Competence Self-Report Scale in foreign Language education (ICCSRS), This self-test table was prepared by Zhong Hua, Bai Qianhui et al., which was approved by the National Social Science project "Comprehensive Evaluation research on Intercultural Competence of Chinese College Students". It is used to evaluate intercultural communicative competence of Chinese college students in the field of foreign language education, as a measure of college students' cross-cultural cognition. The time for issuing and retrieving the self-test of intercultural communication competence is one week. It consists of 30 items and is graded at levels 1, 2, 3, 4 and 5. 1= strongly disagree, 2= basically disagree, 3= not sure, 4= basically agree, 5= strongly agree.

Survey organization and quality control (1) Determine the object of study, expand the scope of study as far as possible, distribute the self-test table of intercultural communication competence in each grade, and ensure the recovery rate of the self-test table of intercultural communication competence. (2) Quality control: Before designing the self-test table of intercultural communication competence, a large number of relevant domestic and foreign literatures should be consulted to understand the definition, concept and description of intercultural communication competence in detail. The evaluation of intercultural communication competence needs to be analyzed from different perspectives, so a variety of quantitative and qualitative methods should be adopted, such as self-evaluation, other evaluation, diary analysis and other diversified methods. In addition, the evaluation was conducted anonymously to ensure the objectivity of the evaluation and protect the privacy of the research objects.

Study design: English writing is a kind of cross-cultural writing, cultural differences lead to language differences, through to the group of college students of English in English writing habit of investigation and analysis, to explore the college students' English writing in the phenomenon of cross-cultural cognitive impairment, in view of the cross-cultural cognitive effects on college students' English writing, design and put forward reasonable solution, Help college students to overcome cultural differences, the correct use of English writing, improve the English writing level, avoid writing the wrong words, semantic inconsistency and other situations.