LINGUISTICS AND VIETNAMESE LINGUISTICS

THE APPLICATION OF UBIQUITOUS-KNOWLEDGE VIDEO PRODUCTION IN THE TRAINING OF FOREIGN LANGUAGE TALENTS IN THE YUNNAN UNIVERSITY (CHINA)

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ABSTRACT: In recent years, as the public's lifestyle has changed a lot due to the Covid-19 pandemic, the main access to information gradually shifted from textual information to audio and video. As a result, "ubiquitous-knowledge" content industry has developed rapidly in China. A large number of scholars and professionals in different fields have joined the production of "ubiquitous-knowledge" videos. In the background of "Internet+", "ubiquitous-knowledge" video has professional content, detailed division of industries and positive guidance, making it an excellent tool to effectively make up for the difficulties of the international cultivation of foreign language talents in universities in the new era. For example, the teaching practice does not meet the needs of comprehensive skills-building goals of students in universities. Meanwhile, university teachers have both high and low level of language proficiency, making it difficult to expand the compound-knowledge education effectively. We can apply the ubiquitous-knowledge video to the cultivation of foreign language talents through the production of ubiquitous-knowledge video based on high-quality context, complementary knowledge inside and outside the classroom. This can help students to be both morally good and professionally competent, also, to have the world view.

KEY WORDS: ubiquitous-knowledge videos; short video production; foreign language talents training; textual information; pratical method.

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1. Introduction

According to the "*White Paper on Private Operation in TikTok* (2021)" released by ByteDance's Ocean Engine, by December 2020, the size of China's Internet users reached 989 million, with an average weekly online time of more than 26 hours. In recent years, China's ubiquitous-knowledge content industry has developed rapidly, and ubiquitous-knowledge videos have been rising rapidly on various video platforms. A large number of scholars and professionals in different fields have joined the production of "ubiquitous-knowledge" videos. Those video makers wear a shirt or T-shirt and a pair of glasses, either sitting in front of a podium or standing in front of a blackboard, or perhaps just in their own room. They spend a few minutes to make you understand "why". The new video makers who have got famous through the production of "ubiquitous-knowledge" videos are breaking the traditional perception of online learning, making the way of acquiring knowledge more diversified and changing the impression that most professionals only appear on the podium or in the lab. Compared to entertainment videos, "ubiquitous-knowledge" videos are more formal and serious, and their content is mainly about teaching and imparting knowledge in various fields, which can meet the needs of relevant users. For example, some university professors have become popular for teaching legal knowledge and general knowledge through short videos, and have millions of fans on the Internet, which is beneficial for popularizing general knowledge of law. So, what kind of value do "ubiquitous-knowledge" videos have that makes so many "highly knowledgeable" video makers brave enough to come out of the "ivory tower" and share their knowledge with the public through various video platforms while conducting serious professional academic research? Can foreign language learners from colleges and universities benefit from this producing process? The questions mentioned above are what this paper tries to analyze and answer.

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2. The Value of "Ubiquitous-knowledge" Videos in the Background of "Internet+"

We should first understand what "ubiquitous-knowledge" is. The concept of "ubiquitous-knowledge" does not have a standardized definition in China at present. This concept is mainly found in the content operation strategies of Internet companies and is a general term for the production and output of a type of content by various Internet companies. Chen Rui, chairman and CEO of Bilibili (a subsidiary platform of Bytedance), defines "ubiquitous-knowledge" content in this way: "*As long as the content can improve personal knowledge and skills so as to improve people's life, it can be considered as content for learning*.". After researching the main channels of audio, another institution Yi Guan also makes a definition of "ubiquitous-knowledge": "*it mainly refers to the information content with the main purpose of spreading knowledge and expanding horizons, including science, culture, business, finance, etc."*

The concept of "ubiquitous-knowledge" has emerged on the Internet in the past two years, becoming a new breakthrough for Internet audio and video companies in knowledge-based operations, and major video platforms are also laying out "ubiquitous-knowledge" content. For example, in the field of audio making, the content of "ubiquitous-knowledge" category developed considerably last year. In the "*Year Audio Ubiquitous-knowledge Payment Market Analysis Report in 2020*" by Yi Guan (2020), it is proposed that "*the market scale of the entire ubiquitous-knowledge payment industry exceeds 23 billion, and the user scale exceeds 540 million*" and the platforms represented by the top echelon Himalaya are also expanding their categories and cultivating fine products. The report also points out that "*young and highly educated users are the main group of audio ubiquitous-knowledge payment, and the penetration rate of the post-1960s and post-2000s user payment is also being strengthened gradually. Meanwhile, users' ubiquitous-knowledge payment habits are developing gradually. The content consumption market is on a downward trend, and the demand of users in fourth and fifth-tier cities is enhanced. Getting information, learning and entertaining through paid ubiquitous-knowledge content has become a new trend of modern life*".

It can be seen that the concept of "ubiquitous-knowledge" is closely related to the development of domestic Internet technology and the advancement of the Internet economy, and its core value is to meet the growing demand of Internet users for knowledge acquisition. This requires the construction of a systematic and reasonable knowledge structure and system, which includes all aspects of social life. Under this definition, for example, the five fastest-growing content categories in recent years—social science and culture, emotions, animals, food and science knowledge—can all be included in the content of "ubiquitous-knowledge category". And the knowledge content that is closest to the traditional definition - popularization of science - has also grown the fastest in the past year, with a playback growth of up to 1994%.

What exactly is the reason for the emergence of this era which is similar to the blog blowout phenomenon more than a decade ago?

2.1. Rise of "General Knowledge" Learning under Changing Times

2.1.1. Transformation of Learning Styles Brought by the Epidemic

Before the Covid-19 pandemic, the time users spent browsing video and audio as well as reading all kinds of new media information was mostly fragmented. In other words, the time and money people spent on online information was mainly for entertainment. Fragmented learning mode has always existed, but people's independent use of fragmented time for learning is still more at the stage of looking for "amazement" and consuming fragmented "knowledge products". Most users lack the habit of systematic and in-depth learning and are not familiar with the corresponding in-depth learning channels. Since the outbreak of the pandemic, the entire community has gone into a state of relative isolation. This state directly led to the widespread adoption of new teaching methods of online lectures combined with online meetings and online assignments by a large number of overseas and domestic educational institutions. Various groups of people, especially student groups, began to

gradually get accustomed to the new mode of online clock in and out learning, and the whole society further adapted to online learning. This directly contributes to the formation of new habits in online life, as well as the process by which more online learning tools (such as various online meeting systems and online class systems) are widely invented and applied. This process coincided with the mechanism of video and audio platforms to lay out "ubiquitous-knowledge" content. These platforms have started to provide more systematic learning content for users who have gradually developed online learning habits. According to the "2020 Video Trend Insight Report: Video, the Universal Language in the 5G Era" released by DT Finance and Bilibili, ubiquitous-knowledge content has been rapidly emerging on Bilibili in the past two years. During the period from September 2019 to June 2020, more than 86 million students studied on Bilibili; nearly1.3 million knowledge videos with different label categories were watched every month, involving life science, culture and social science, science and technology and other fields. The pandemic regulation itself has further enhanced people's reliance of social networking and promoted the all-aspect rise of online community-based learning interactions. At the same time, the long hours of indoor life also made more people invest more time and energy in the production and consumption of UGC (user generated content), which had a great impact on user's previous habits of using fragmented time.

2.1.2. From the Era of Text and Graphic Information to the Era of Audio and Video

Internet in China has accumulated a large amount of graphic-based learning information in various communities and platforms, such as microblogs, WeChat public accounts and other platforms. At the same time, there are many video platforms which target at certain kind of contents. However, these short videos are created on the basis of limited fields and themes, and are closely related to the preferences of Internet celebrities and bloggers, with a high threshold and strong audience limitation. In addition, the limitations also include the technical capability of information transmission under 2G and 3G networks, as well as the algorithm and arithmetic power to retrieve and match big data. As a result, the relevance of the knowledge provided by the network is limited, and the "convenience" of the network users in finding information is also limited. The users' habits cultivated by the information dissemination mode do not allow users to be focus, which makes it difficult to disseminate and pass on the real knowledge across the network. Therefore, the information dissemination at this stage is more like a broadcast that continuously outputs information, and the "short and quick" characteristics of fragmented data make it impossible to systematically produce knowledge. With the popularization of 4G and 5G communication technologies, the upgrading of portable devices such as smartphones and tablets and the development and application of various APPs, network users are now able to smoothly produce, publish and watch videos, and information exchange has thus become more convenient. Viewers and viewers, as well as viewers and communicators can conveniently communicate with each other, which solve the previous problem of the simple communication of fragmented information; videos are also presented in various ways, and through editing or live means, perspectives that cannot be provided by graphics are presented in front of the audience, stimulating the rational debate brought by communication and presenting a multi-dimensional knowledge enhancement. Thus, it can be seen that the rise of "ubiquitous-knowledge" videos in the context of "Internet+", along with the application of various learning methods, can break through the shortcomings of previous fragmented information dissemination and learning, and also meet the depth of application of communication technology in the new era, making it more suitable for learning.

2.2. Extensive Learning Content of "General Knowledge" Videos

First of all, there is an explosion of knowledge and popular science content. By searching the indices of the past two years with the keyword "knowledge" through the big data search engine of Ocean Engine, we can see that the comprehensive index (including content volume, user search, viewing, sharing, commenting and other influencing factors) of the "ubiquitous-knowledge" category

on Tiktok is increasing year by year. The top three topics by order are: "knowledge", "work" and "finance"; the age of the related groups ranges from 18 to 50, among which the most concerned group are between 31 to 40, the second is from 24 to 30 years old, and the third is from 18 to 23 years old. The concerned contents and industries also include many fields, such as science and technology, plants and animals, life, film and television, culture and education, finance, medical care and dance. This reflects that the widespread popularity of information technology has broadened people's vision of future life and inspired the creation of knowledge and science content.

Secondly, in-depth knowledge in a non-traditional sense also began to spread. Take the science content of Bilibili which has the largest browsing growth last year as an example, a large number of science-centered videos have changed greatly from traditional forms. A group of professional scholars, such as marine geologist and academician of Chinese Academy of Sciences Wang Pinxian, officially come to make videos in Bilibili. In one month, the academicians had uploaded 4 videos; the cumulative play has reached 6 million times, attracting 469,000 fans. There are also hundreds of scientific workers, including academicians such as Pu Muming ("Lao Pu's class") and Su Donglin, who are officially in Bilibili. Most of the celebrities who impart knowledge in Tiktok have got high degrees. At the same time, knowledge anchors also began to form a subdivision of the industry. Taking history as an example, it is divided into domestic history of different periods and foreign history of different countries. Knowledge videos related to different countries are also initiated by developed countries in Europe and America, and have fractured into multi-level contents such as country life, country finance, country politics, country culture and country tourism.

Then again, in addition to knowledge dissemination, the reflective learning mode of interaction with fans is beginning to emerge. Due to the nature of information dissemination, communication between anchors and viewers has become diverse, allowing for commentary responses, as well as responses via audio and video. Small knowledge points in the anchor's knowledge dissemination activities, which may be flaws not noticed at the time of creation, can be discovered by the audience. The content of such video itself is no longer just a technically detailed or landscaped presentation of a skill, knowledge or gesture, nor is it just a repetition to evoke our collective emotions, but it begins to accompany us in reflection. Through a continuous circle of reflection to improvement and then from improvement to enhancement, the creators are also objectively urged to continuously re-learn and repeatedly improve the quality of their work.

The production of "ubiquitous-knowledge" video does mean that the video maker needs to dig deeper and deeper into the potential of knowledge and make the content more valuable while taking a knowledge point as a starting point. This purpose corresponds with the purpose of talent training in universities, which is to cultivate specialized and highly skilled talents.

2.3. Dilemma of International Cultivation of Foreign Language Talents in Universities in the New Era

The universities in the province have been cooperating with excellent universities such as Hanoi University of Education (Đại học Sư Phạm Hà Nội) in Vietnam, Mahidol University in Thailand and Mandalay University of Foreign Languages in Myanmar to cultivate professional translation, intercultural and multilingual talents required in the new era and to improve the comprehensive quality and international competitiveness of students in various languages. However, there are various unavoidable dilemmas in our own talent training.

In Yunnan University, for example, the School of Foreign Languages is responsible for teaching public English at the undergraduate and graduate levels, and also offers undergraduate 13 programs in English, French, Japanese, and ten of South and Southeast Asian languages. With the exception of the English faculty, which is relatively well-equipped, the number of faculty members in other majors does not exceed ten, and some majors have only two Chinese faculty members. In terms of academic qualifications, most of the college's highly educated faculty members are English, French, and

Japanese majors, and most of the faculty members with associate or higher titles are also English, French, and Japanese majors. In this way, the faculty of the ten majors in South and Southeast Asian languages can only meet the work of good completion of professional teaching. In addition, many teachers themselves study language, literature and culture, and do not have the time and energy to study the new liberal arts from the regional and country perspectives. Faced with the diversified requirements in the talent cultivation goal, the faculty really finds it hard to cope with them.

3. Application of Ubiquitous-knowledge Video production in the talent training scenario of universities

There are pain points in the cultivation of foreign language talents in colleges and universities in terms of cultivation target and teachers' proficiency, and at the same time, the creation of "ubiquitous-knowledge" videos has the advantages of stimulating creators to popularize knowledge, dig deeper into knowledge and promote knowledge reflection. Therefore, under the background of the new era, it is necessary to creatively set up a "ubiquitous-knowledge" video creation environment with the application scenario of "Internet+", so that students can participate more in the learning and application of professional "ubiquitous-knowledge". This can effectively make up for the demand of professional development which is limited by the credit setting and other factors in the formulation of talent training program, and better improve the effect of professional training and really get close to the goal of cultivating professional talents. This application can be carried out from two aspects: professional teaching and the innovation and entrepreneurship training.

3.1. Professional teaching reform is mainly for the professors

In recent years, our university has been promoting "online and offline" courses, encouraging teachers to participate in related projects, while constantly putting high-quality course content online and exporting innovative teaching content in conjunction with high-quality teaching content from other universities. Our teachers can also make high quality videos of the knowledge points that need to be repeatedly explained, so that students can learn them in advance, thus shortening the time for teaching basic knowledge in class and objectively increasing the time for explaining the knowledge further in class. At the same time, the increased attention gained on the website will also allow students to learn from the teacher's dedicated attitude toward knowledge, which helps to form a good demonstration effect.

3.2. Innovation and entrepreneurship training is mainly for the students

Under the guidance of the Teaching Practice Section of our Undergraduate School, there are many types of projects such as innovation, entrepreneurship, social investigation, cultural creation, and science creation for undergraduate student groups to apply every year, and there are also different types of innovative projects for graduate students to apply in the Graduate School. For projects that pass the strict application and evaluation process and are finally approved, there are different levels and strengths of incentives and encouragement measures. Among them, students can make use of the creation of "ubiquitous-knowledge" videos to output some video contents that can contribute to the development of their personal, professional, discipline and school, and in the process of continuously exploring knowledge points, they can not only put their professional internship knowledge into practice, but also establish their career aspirations early and be well-prepared in advance to face the challenges from the domestic and international community.

4. Conclusion

The combination of contemporary features is essential for colleges and universities to cultivate compound language talents with an international perspective. The advantage of the international cooperative training education model for foreign language majors is that it builds a community that extensively combines domestic and foreign educational resources, allowing language major students to strengthen their language proficiency at home, and to better learn foreign culture after going abroad. At the same time, in the new era of the popular trend of "ubiquitous-knowledge" audio and

video, the Internet, as a window and means of knowledge learning and knowledge improvement, needs to adhere to the "moral education" as the central link. We need to further improve the talent cultivation model, enhance the teaching ability of teachers, education management, mental health education and other aspects, and really achieve the goal of all-round education. We need to improve the quality of talent cultivation and the effectiveness of moral education, as well as promote the internationalization of higher education, so as to cultivate students to become well-round talents of the new era who are equipped with professional skills and comprehensive ability.

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Ứng dụng sáng tạo Video phổ biến tri thức
trong chương trình đào tạo nhân tài ngoại ngữ ở Trường Đại học Vân Nam (Trung Quốc)

Tóm tắt: Những năm gần đây, chịu sự ảnh hưởng của dịch bệnh Covid-19, phương thức học tập của sinh viên đã có rất nhiều sự thay đổi. Cách thức tiếp nhận thông tin dần thay đổi từ chủ yếu là thông tin văn bản sang âm thanh và video. Nội dung của các video về "*tri thức rộng*" được chia sẻ ở Trung Quốc ngày càng đa dạng và chính thức trở thành một trong những ngành nghề phát triển nổi bật của xã hội. Cùng với sự gia tăng nhanh chóng của số lượng video chia sẻ "*tri thức rộng*" trên các nền tảng xã hội, một số lượng lớn các học giả và chuyên gia thuộc nhiều lĩnh vực khác nhau cũng đã tham gia vào việc sáng tạo các video này. Trong thời đại công nghệ số, các video chia sẻ "*tri thức rộng*" được xây dựng vô cùng chuyên nghiệp, phân chia chi tiết theo lĩnh vực, lan tỏa năng lượng tích cực và mang nhiều đặc thù khác. Nhận thấy, loại hình này hoàn toàn có thể được sử dụng như một phương pháp thực tiễn tuyệt vời giúp giải quyết hiệu quả những khó khăn trong quá trình bồi dưỡng nhân tài ngoại ngữ ở các trường đại học trong thời đại mới. Chẳng hạn, thực tiễn giảng dạy chưa thật sự đáp ứng tốt nhu cầu đào tạo nhân tài tổng hợp, chất lượng giảng viên không đồng đều nên rất khó mở rộng kiến thức chuyên môn tổng hợp một cách hiệu quả. Như vậy, bằng cách sáng tạo và phát hành những video được đầu tư về chất lượng nội dung và hình ảnh thì việc ứng dụng các video tổng hợp kiến thức trong quá trình bồi dưỡng nhân tài ở các trường đại học sẽ trở thành nguồn kiến thức bổ trợ trong và ngoài lớp học. Những điều này chắc chắn sẽ giúp ích trong việc đào tạo toàn diện hơn các nhân tài ngoại ngữ, vừa có kiến thức chuyên môn, vừa có đức có tài, lại có tầm nhìn quốc tế.

Từ khóa: video tri thức rộng; sáng tạo video ngắn; bồi dưỡng nhân tài ngoại ngữ; thông tin văn bản; phương pháp thực tiễn.