



Analysis of the Construction of Chinese-Teaching Management Environment in Colleges and Universities Based on the Concept of Ecological Humanism and Collaborative CAD

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Abstract. It changes the inherent thinking of the traditional Chinese teaching management environment that is teacher-centered and management-centered, discusses the inherent relationship between the natural value of the Chinese teaching management environment in universities and students' pursuit of happiness, and establishes an ecological and humanistic concept as the core. Theoretical concept. Under the guidance of factor analysis, this paper determines the "advantages" factors, "disadvantages" factors, "opportunities" factors, and "challenge" factors of the Chinese teaching environment in universities, design the questionnaire according to the principles and methods of questionnaire survey, and briefly introduces the survey methods and sampling methods. After data collection, it will be used as the basis for empirical analysis of the factors that influence the Chinese teaching environment in universities.

Keywords: Ecological Humanities, Collaborative CAD, university education, Environmental Construction

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1 INTRODUCTION

University is a place to inherit and innovate culture and a base to cultivate high-quality talents. Chinese teaching for college students is an arduous and complex task. The Chinese teaching environment in universities plays a vital role in college students' physical and mental health development and values formation. A good environment is conducive to smooth development and good results in Chinese teaching, but a lousy environment hinders the development of Chinese teaching and reduces its results [11]. The environment of Chinese teaching is controllable and creative. Universities should transform and optimize the campus environment in combination with reality, eliminate negative environmental factors, and use and create positive ecological elements to give full play to the campus environment's educational and imperceptible infectious functions. In

contrast, ecological humanities promote the management environment of Chinese teaching to solve the environmental crisis, endow the management environment of Chinese teaching with a specific humanistic temperature and ecological color, and improve the effectiveness and pertinence of the management environment of Chinese teaching [1]. At the level of practice and innovation, the construction of the Chinese teaching management environment in Colleges and Universities under the concept of ecological humanities pays more attention to the harmony of the environmental factors of the educational management environment. It highlights the function and value of the academic management environment in realizing the dimension of human happiness. It attempts to use digital technology, the ecological environment, and other factors to promote its environmental system to jump out of the constraints of modern ethical discourse and build an ecological system full of humanistic care and happiness, Then provide a more reasonable moral explanation for Chinese-teaching, and realize the reconstruction of the environment [15].

This paper establishes a model of the construction of a Chinese teaching environment in universities using factor analysis. The factor analysis method has the characteristics of finding a few comprehensive factors from multiple observation variables through multivariate statistical techniques to explain the original data. Then, it can objectively and effectively determine the comprehensive indicators, and the weights determined are based on data analysis. The internal structural relationship between the indicators is not affected by subjective factors, has good objectivity, and the obtained indicators have less information overlap and strong comparability. The questionnaire is designed according to the principles and methods of the questionnaire survey, and the survey and sampling methods are briefly introduced. Finally, a structural equation model analysis of the factors influencing the Chinese teaching environment in universities is established. In the dynamic landscape of higher education, integrating advanced technologies and innovative teaching methods plays a crucial role in shaping effective learning environments. This study aims to investigate the collaborative potential of Collaborative CAD and analysis in establishing a Chinese teaching management system within universities and colleges. At its essence, this research embraces the principle of ecological humanism, emphasizing a balanced and interconnected relationship between technological advancements and the human experience in education.

The growth and success of college students should be based on a certain university environment, and the ideological and moral character is also formed and developed in a certain environment. A good Chinese teaching environment in universities can promote the smooth implementation of Chinese teaching activities and positively promote the formation and development of college students' individual ideological and moral character [18]. On the contrary, the bad environment of Chinese teaching may affect the orderly progress of Chinese teaching activities in universities and hinder the formation of individual good ideological and moral character of college students in reverse [5]. A comprehensive and systematic analysis of the present situation and development trend of the Chinese-teaching environment in universities is conducive to putting forward practical strategies for environmental optimization, making the campus construction more harmonious, improving the external environment of the campus, giving full play to the educational function of the environment, and providing a strong guarantee for the smooth development of Chinese-teaching. The construction of the management environment of Chinese teaching under the ecological concept should be based on the extension of ecological ethics in environmental construction, establish the principle of student-oriented construction, realize the ecological humanistic transformation between hard environment and soft environment with the help of digital information technology, meet students' diverse needs for happiness, make students find the possibility of real happiness, and make the management environment realize humanistic care for students' dignity, value and happiness [14]. The innovations of this paper are as follows:

1. Using the factor analysis method to carefully analyze and study the Chinese teaching environment of universities in my country and analyze the advantages and disadvantages of the internal environment of Chinese teaching through SWOT analysis and the external environment of Chinese education. Opportunity and challenge factors are re-integrated to determine the measures to optimize the Chinese teaching environment in universities.

2. The structural equation model is used to analyze the relationship between the factors influencing the Chinese teaching environment in universities and the educational effect. The results show that all the environmental influencing factors studied in this paper can directly affect Chinese teaching and then affect the effect of Chinese teaching. The results of this paper can be used as a reference for the management of the Chinese teaching environment in universities.

2 RELATED WORK

Zhang San believes that the specific content of Chinese teaching is never static. On the contrary, it always has a strong sensitivity and sense of the times. It can always adjust the educational content according to the transformation of the situation [13]. Zhang San stressed that in Chinese teaching, the role of family, school, and community cannot be replaced by each other [5]. At the same time, the modern moral education edited by Suzuki Takashi of Japan also has the same view and believes that the Chinese teaching environment in schools is vital and central to Chinese teaching [10]. No matter what kind of environmental education, children should pass on their thoughts of loving their parents, hometown, and country. In addition, Zhang San proposed that attention should be paid to cultivating children's self-reliance [16]. Zhang San emphasized the integration of political concepts into daily life and, at the same time, skillfully introduced elements of social entity, such as economy, law, military, and technology, into the process of Chinese teaching [19]. Zhang San, from the perspective of ecology, analyzes the relationship between various ecological elements in the Chinese teaching environment system in universities, builds a dynamic balance and coordinated development of the overall ecological system of the Chinese teaching environment in universities, and gives full play to the critical factor of the environment in college ideology. The main line is the functions and roles in Chinese teaching activities [9]. At present, many scholars define the Chinese teaching environment as the sum of all external factors that affect its activities while ignoring its educational process elements, the influence of educators and educated people on it, and taking care of people and the environment and people with ecological and humanistic concepts ecological relationship with people. Zhang San analyzed the construction of the Chinese teaching environment from another perspective. He believed that when the ecological environment problem affects the entire nation's survival and development, it will occupy a critical position in the entire society, and it must also be reflected in Chinese teaching [7]. This is largely a question of the values and ethics of the object of education. Zhang San calmly analyzes the environmental factors affecting and restricting the harmonious development of Chinese teaching, actively explores ways to improve and optimize the Chinese teaching environment, effectively build a harmonious environment for Chinese teaching, and form a virtuous circle of mutual promotion between education and the environment. It is of great significance to further reform and improve the education mechanism of Chinese teaching to ensure the harmonious development of Chinese teaching [6]. Zhang San pointed out that the whole society is in a transitional period. The values and value orientations of some college students are in a pluralistic state. The phenomenon of ideal tilt and confusion of beliefs is common, which challenges the harmonious development of Chinese teaching [4]. In the article "Theory of Chinese-teaching Environment," Zhang San expounded that the functions of the Chinese-teaching environment in universities are mainly "normative constraints," "psychological construction," "model demonstration," "knowledge orientation" and "infiltration and cultivation" [12].

3 THE CHINESE TEACHING ENVIRONMENT OF UNIVERSITIES AND THE CONCEPT OF ECOLOGICAL HUMANISM

3.1 Characteristics of the Chinese-Teaching Environment

The environmental factors of Chinese teaching are complex and diverse. To optimize the Chinese teaching environment in universities, we should consider the changes and development between various environments [2]. With the progress of the times, the environment is also constantly changing. The Chinese teaching environment in universities should keep pace with the times and fully use the following characteristics (as shown in Figure 1) to build a good Chinese teaching environment.

Many elements constitute the Chinese university teaching environment, which can be divided into many dimensions. For example, from the perspective of the subject person, it is the external objective existence faced by the subject person. It can be divided into multiple perspectives: content, state, nature, and scope of influence. Different classification methods determine different environmental impact factors.

In life and study, college students are affected by various factors, such as the influence of family members, the influence of the school environment, and even the influence of social media and communication with others. These influences intersect, so the Chinese teaching environment in universities is complex.

With the application and development of the Internet, people no longer live in a single environment, but they have more convenient means for students to help understand the country and society. At the same time, to broaden students' horizons, universities are also constantly holding knowledge lectures, organizing competitions, networking, and sending students to each other, creating a platform for mutual exchange. This increasingly open environment is conducive to improving students' good ideology and morality.

Constantly emerging new ideas and information, constantly improving material living standards, changing environmental factors, and the rapid development of society are dynamic changes that present both opportunities and challenges for Chinese teaching.

As a specific concept, the Chinese university teaching environment reflects a particular situation.

Limitations. This environment is limited to college students who live and Study on campus. Once they leave the campus, the educational environment changes, and they cannot play an educational role [8].

Chinese teaching is also a process of subjective influence on the objective. It actively reacts to the environment to shape college students' ideological and moral character. In Chinese teaching, universities can promptly change and create a new educational environment [20].

3.2 The Chinese-Teaching Environment Under the Concept of Ecological Humanism

To study the Chinese teaching environment from the perspective of ecological and humanistic concepts, pay more attention to its integrity and dynamics, the interconnection between various environmental factors, and people's initiative in environmental optimization. Studying the optimization of the Chinese teaching environment from an ecological perspective is a thinking mode that analyzes various problems in the Chinese teaching environment with integrity, systematic connection, dynamics, balance, and openness [3].

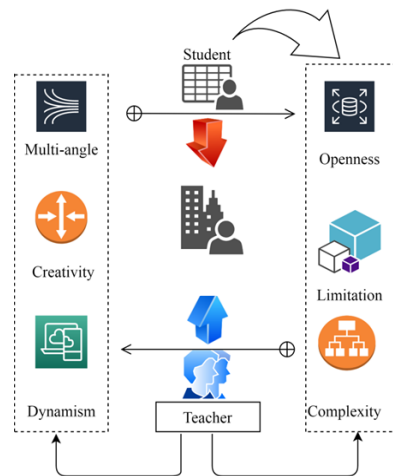


Figure 1: Characteristics of the Chinese teaching environment.

4 ANALYSIS OF THE INFLUENCING FACTORS OF THE CHINESE TEACHING ENVIRONMENT IN UNIVERSITIES

4.1 Factor Correlation Analysis

The Chinese teaching environment in universities mainly takes the school as a career and exists with the school's existence. It refers to all tangible, intangible, material, and spiritual within the school. The school environment is an essential part of Chinese teaching, which provides an important carrier for forming and developing College Students' Ideological and moral qualities. Generally speaking, the school environment of Chinese teaching mainly includes the physical environment existing on the campus, the cultural environment generated on the campus, the network virtual environment, the rules and regulations environment, and various interpersonal environments.

Although latent variables can also be set up with multiple marks, the traditional factor analysis method cannot study the relationship between latent variables. In contrast, the structural equation model sets multiple latent variables and their identifiers in the same model, which makes it possible to study the structural relationship between them. Based on theoretical reasoning, the analytical framework includes four factors of the Chinese teaching environment in universities: strengths, weaknesses, opportunities, and challenges, when constructing the structural model for identifying the influencing factors of the Chinese teaching environment in universities. These four factors are regarded as exogenous latent variables. Their relationship with the educational effect of an endogenous latent variable constitutes a structural equation model for identification. Then, the path relationship of influencing factors of the Chinese teaching environment in universities is analyzed. The initial conceptual model determined in this paper is shown in Figure 2.

Build a structural equation model for fitting, determine the research hypothesis, that is, the impact of the "advantages," "disadvantages," "opportunities," and "challenges" of the Chinese teaching environment in universities on the educational effect and analyze the model research path, and finally verify the research hypothesis.

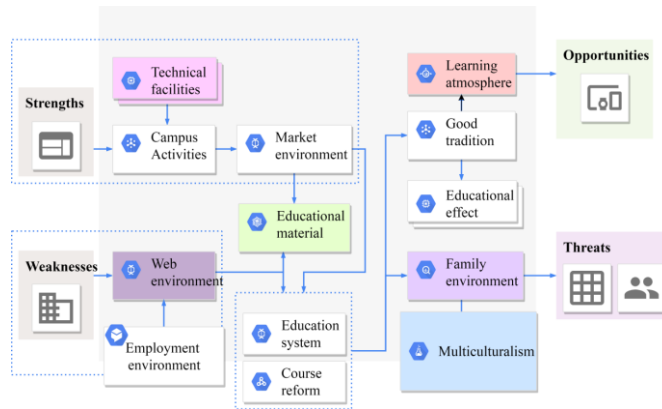


Figure 2: The initial conceptual model for analyzing factors influencing the Chinese university teaching environment.

After running the structural equation software AMOS, the results of the structural equation simulation are shown in Figure 3. Rectangles represent the observed variables, and ellipses represent the latent variables or factors. A line represents the relationship between the variables. If there is no line, the two have no direct relationship. The one-way arrow means that there is an effective relationship between the two variables, and the two-way arrow means that there is an association between the variables.

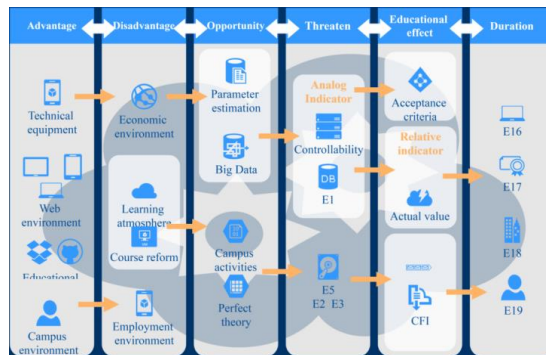


Figure 3: The results of the structural equation simulation.

If the sample size is too small, the model will be too significant, the initial model will be rejected, and it is likely to cause incorrect fitting results, such as pessimistic residual estimates. If the sample size is large, the test value of the structural equation fit will approximate the chi-square distribution, ensuring the analytical test's correctness and the larger sample will not be normal in the case of non-normal distribution or defective data. The correctness of the simulation can be guaranteed. Therefore, a basic premise for effectively applying structural equation models is the large-scale samples. The correlation coefficient matrix between potential variables can be constructed to test the correlation coefficient between potential variables. The diagonal in the matrix is the open root value of the average extracted variation of each potential variable, and the values below the diagonal are the correlation coefficients between each potential variable. Comparing the fitting indicators and reliability and validity, we can see that, as shown in Table 1, the latent variables have different connotations in theory and have good differential validity.

<i>Code</i>	<i>E1</i>	<i>E2</i>	<i>E3</i>	<i>E5</i>	<i>E16</i>	<i>E17</i>	<i>E18</i>
<i>HDL</i>	1.05	0.90	0.94	0.94	0.92	1.00	0.99
<i>ICA</i>	1.07	1.09	1.03	0.98	1.09	0.95	1.00
<i>ICP</i>	1.10	1.06	0.98	1.05	1.04	1.08	1.06
<i>EB</i>	1.01	1.04	0.94	1.08	0.94	0.99	0.96
<i>RA</i>	1.03	0.98	0.92	0.99	1.06	1.08	0.91
<i>YE</i>	0.92	0.92	0.94	0.99	1.05	0.99	0.94
<i>QO</i>	1.04	0.99	0.95	1.05	0.91	1.05	1.08

Table 1: The latent variables.

However, having an absolute equilibrium state is impossible, so the comparison difference is delineated into different value ranges. When the difference is in a specific interval around zero, it indicates that the development level of the dominant factor index is relative to the balanced Chinese teaching factors. When the difference is slightly outside the equilibrium interval, the development level of the challenge factor indicator is sub-equilibrium relative to the Chinese teaching. When the difference is slightly outside the sub-equilibrium interval, it indicates that the development level of the disadvantage factor index is unbalanced relative to Chinese teaching. When the difference is outside the unbalanced range, the development level of the optimism factor index is unbalanced relative to the Chinese teaching. The standardized estimates, standard deviations, and critical ratios of the path coefficients between latent variables and between observed variables and latent variables in the modified model for the analysis of factors affecting the Chinese teaching environment in universities are shown in Table 2.

<i>Index</i>	<i>Model Fit Criteria</i>	<i>Adaptation value</i>
<i>GFI</i>	>0.9	0.93
<i>CFI</i>	>0.8	0.89
<i>HDL</i>	>0.97	0.99
<i>YE</i>	>0.5	0.56

Table 2: The fitting model accepts standard value and fit value.

4.2 Factor Analysis

The basic principle of factor analysis is to group variables according to the correlation between variables so that the correlation between variables within a group is high and the correlation between variables in different groups is low. Each set of variables represents an underlying structure called a principal factor. The original components are described by the sum of linear functions and special factors constructed by the least number of unmeasurable main factors, and the research on complex problems can be realized by analyzing these main factors. Based on the idea of factor analysis, this paper groups many variables that reflect the influencing factors of the Chinese teaching environment in universities, extracts common factors, determines the weight of the comprehensive evaluation model, and finally calculates the comprehensive evaluation value of each sample. The basic model of factor analysis is as follows:

$$Z_1 = \alpha_{11}R_1 + \alpha_{12}R_2 + \dots + \alpha_{1p}R_p + \varepsilon_1U_1 \quad (1)$$

$$Z_2 = \alpha_{21}R_1 + \alpha_{22}R_2 + \dots + \alpha_{2p}R_p + \varepsilon_2U_2 \quad (2)$$

$$Z_m = \alpha_{m1}R_1 + \alpha_{m2}R_2 + \dots + \alpha_{mp}R_p + \varepsilon_mU_m \quad (3)$$

$Z_1, Z_2,$ and Z_m are the original variables, and R_1, R_2, \dots and R_p are the common factors.

Then, calculate the factor score. After the factor variables are determined, the specific values of each factor on each sample can be calculated. These values are the scores of the factors, and the new variables formed are called factor variables. To analyze the influencing factors of the Chinese teaching environment and make a comprehensive evaluation, it uses the regression method to calculate the factor score function, which can directly write the expression of the main factor:

$$F_1 = 0.94E_1 - 0.55E_2 + 1.04E_3 + 0.99E_5 + 0.95E_{16} - 1.08E_{17} + 0.92E_{18} \quad (4)$$

$$F_2 = 0.92E_1 + 0.585E_2 + 1.04E_3 - 0.99E_5 + 1.08E_{16} - 1.08E_{17} + 0.96E_{18} \quad (5)$$

$$F_3 = 1.04E_1 + 1.03E_2 + 1.07E_3 + 0.96E_5 + 0.92E_{16} - 1.08E_{17} + 0.97E_{18} \quad (6)$$

This paper selects the factor analysis method to evaluate the influencing factors of the Chinese teaching environment. Many variables are often encountered in the actual research process, and there is a strong correlation between them in many cases. If the data is directly analyzed, it will bring a large workload and some model applications. Therefore, the factor analysis method is used to find out a few factors of the original variables that are the main factors in achieving the effect of dimensionality reduction. During analysis, when selecting common factors, the cumulative contribution rate of variance needs to be greater than 69%, or the eigenvalue of the common factor is greater than 1, to extract the weight of the variance contribution rate of each factor in the total factor variance, and perform a weighted summation with the score of each factor. This paper calculates the scores of each factor for the factors affecting the Chinese teaching environment, calculates its competitiveness, and ranks it by extracting the main factors. The common degree of the seven variables involved in factor analysis is greater than 0.8. That is, most of the information in the 12 variables can be advanced by factors, and the result of factor analysis is valid.

Dimensionality reduction analysis is a multivariate statistical method that converts many potentially correlated variables into fewer and uncorrelated variables, including principal component and factor analysis. In this paper, factor analysis is used to reflect the basic structure of the data by using a few independent non-observed variables. Let the original data array be:

$$X = x_{n1}, x_{n2}, \dots, x_{np} \quad (7)$$

When the covariance matrix Σ is unknown, its estimated value S (sample covariance matrix) can be used instead:

$$S_{ij} = \frac{1}{n} \sum_{i=1}^n (x_{1i} - x_{ni})(x_{1j} - x_{nj}) \quad (8)$$

Then, the correlation coefficient matrix is:

$$W = [S_{ij}, S_{nj}] \quad (9)$$

Obviously, when the original variable is standardized, then:

$$S = W = 1/n \frac{S_{ij}}{\sqrt{x_{nj}}} \quad (10)$$

In practice, because the indicators selected for research often have different dimensions, it is essential to conduct a correct analysis of the research content so that the different dimensions will not affect the research results. Before the analysis, try to make the indicator's dimension as large as possible.

Combined with the structural equation model mentioned above and the factor analysis of this conclusion, it concluded that the first prominent factor includes technical equipment and facilities,

good traditions and quality, and campus cultural activities, which reflects the "advantage" factor of the Chinese teaching environment in universities. The second factor includes education and teaching places, controllability of network environment, learning atmosphere, and Chinese teaching system, which reflects the "inferior" factor of the Chinese teaching environment in universities. The third factor includes Chinese teaching materials, ideological and Political Curriculum Reform in universities, the improvement of socialist theory, and the importance of Ideological Education in universities, which reflects the "opportunity" factor of the Chinese teaching environment in universities. The fourth factor includes the employment environment, multiculturalism, market economy, and family spirit environment, which reflects the "challenge" factor of the Chinese teaching environment in universities. Therefore, factor analysis verifies the classification of "advantages", "disadvantages", "opportunities," and "challenges" of the influencing factors of the Chinese teaching environment in universities.

5 FACTORS DATA ACQUISITION AND RESEARCH ANALYSIS

College teachers and students conducted the overall survey. Five hundred questionnaires were distributed, and 368 were recovered, of which 299 were valid, which met the requirements of stratified sampling and the minimum number of samples in the questionnaire survey. Using the structural equation model, it is divided into four sub-abilities and further specifically into question variables, forming a questionnaire, collecting a large number of sample data, and using the method of factor analysis to revise the preliminarily formed educational technology ability model. Associate the four sub-abilities with the problem variables and get the score value of the sample on each sub-ability. Only scientific quantitative analysis can form a reasonable educational technology ability model and provide the correct problems and indicators for the evaluation system and the basis of the evaluation report.

According to the results of the questionnaire, the "advantage" factors were analyzed, and the results are shown in Figure 4 below:

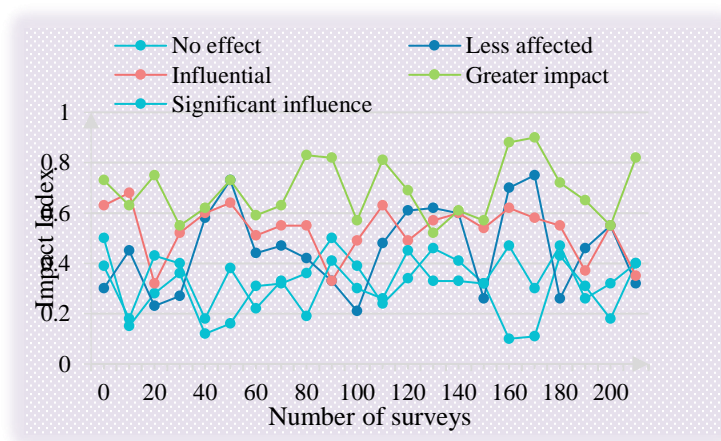


Figure 4: "Dominance" factor analysis.

The results show that 2.97% of the respondents believe that the dominant factors have no impact on the effect of Chinese teaching, 1.96% believe that the impact is small, 36.47% believe that there is an impact, 44.33% believe that the impact is large, and 14.68% believe that there is a significant impact.

According to the results of the questionnaire, the "weakness" factors are analyzed, and the results are shown in Figure 5 below.

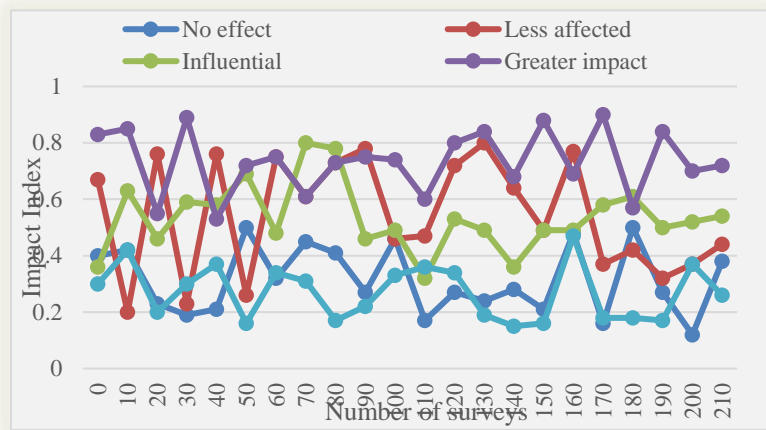


Figure 5: "Weakness" factor analysis.

The results showed that 2.38% of the respondents believed that the "disadvantage" factor did not influence the effect of Chinese teaching, 0.60% believed that the impact was small, 36.90% believed that it had an impact, and 38.10% believed it had an effect. Investigators believe the impact is greater, and 22.02% of the respondents believe it has a significant impact.

According to the questionnaire survey results, the impact index of "opportunity" factors is analyzed, and the results are as follows (Figure 6).

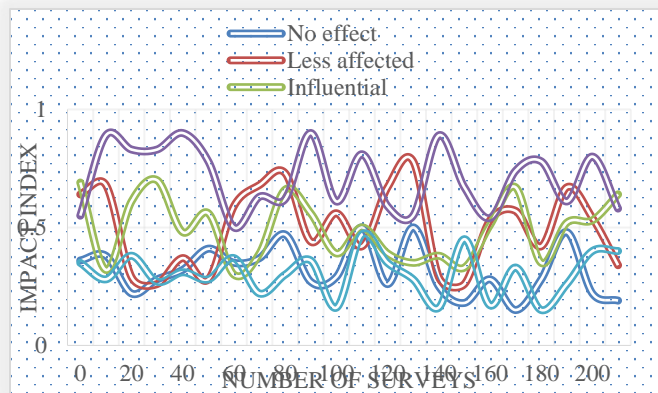


Figure 6: Analysis of the "opportunity" factor index.

The results show that the index of respondents who believe that the "opportunity" factor does not influence the effect of Chinese teaching is in the range of 0.2-0.4; The index with greater influence is 0.6-1.0, and the index with significant influence is 0.2-0.4.

The "challenge" factor index is analyzed according to the questionnaire results, and the results are shown in Figure 7 below.

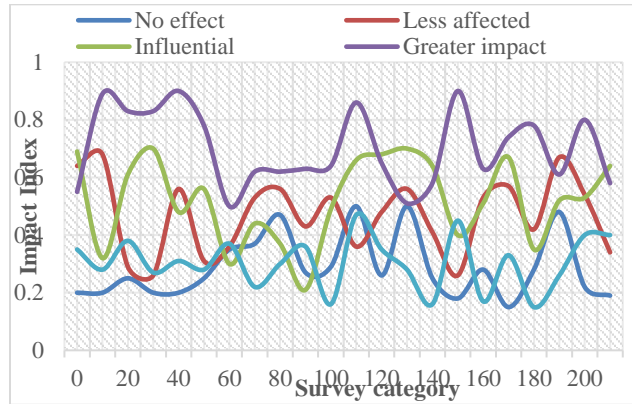


Figure 7: Analysis of the "challenge" factor index.

The results show that the index of respondents who believe that the "challenge" factor does not influence the effect of Chinese teaching is in the range of 0.2-0.5; the index with greater influence is 0.3-0.4, and the index with significant influence is 0.2-0.4.

The analysis concludes that the environmental factors of Chinese teaching are directly related to the educational effect, as shown in Figure 8.

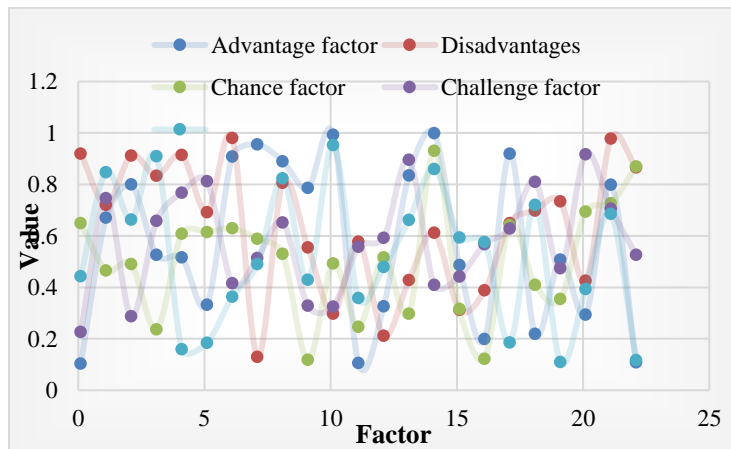


Figure 8: Cronbach value of each factor.

6 WAYS TO OPTIMIZE THE CHINESE-TEACHING ENVIRONMENT IN UNIVERSITIES

Given the complexity and arduousness of Chinese teaching, universities should coordinate the links and relationships between the subsystems of their environmental construction through environmental optimization and development so that the elements of the Chinese teaching environment in universities are closely coordinated, harmonious, and consistent. Organic unity

forms an overall synergy to fully utilize the positive factors in the environment to achieve the best educational effect.

Cultural environment construction is an important way to shape people's ideological, political, and moral qualities. The most fundamental thing is to "arm people with scientific theories, guide people with correct public opinion, shape people with a noble spirit, inspire people with excellent works," and build a healthy and progressive cultural environment.

The news media should establish correct ideals and beliefs, promote social integrity, and improve people's moral standards. We must adhere to the policy of unity, stability, encouragement, and positive publicity, scientifically grasp the essence and mainstream of our social life, and vigorously publicize bright, positive, and healthy content to invigorate the national spirit and inspire people to make progress.

To ensure the status of Chinese teaching, it is necessary to improve the degree of institutionalization of Chinese teaching. First, from the system, Chinese teaching becomes an all-around education for all employees to establish Chinese teaching work fundamentally—guaranteed position in universities.

Under the new situation, as an indispensable part of the Chinese teaching environment in universities, the campus cultural environment can improve students' ideological and moral quality and has an irreplaceable role. Through the interpersonal atmosphere of serving and educating people, managing and educating people, and teaching and educating people, the purpose of cultivating and educating students is achieved, and it has a concentrated impact on students' thinking.

A harmonious family environment and Chinese teaching are interdependent and influenced and significantly impact the cultivation of talents. The quality of family moral education directly affects and restricts the formation of children's individual psychological, ideological, and moral qualities, and the students themselves determine this influence. It is manifested through interpersonal communication at school.

7 CONCLUSIONS

Based on theoretical analysis, the questionnaire is designed according to the factors involved in the advantages, disadvantages, opportunities, and challenges of the Chinese teaching environment in universities. Finally, the results are obtained according to the reliability test: the Cronbach values of each factor are 0.786, 0.983, 0.921, and 0.945, respectively. A structural equation model analysis of the influencing factors of the Chinese teaching environment in universities is established. This research explores incorporating 2D and 3D image fusion and analysis techniques in developing a Chinese teaching management environment in higher education. Rooted in the principles of ecological humanism, it has shed light on the prospect of establishing a balanced synergy between technological advancements and the human dimension in the educational realm. The analysis concludes that the factors influencing the Chinese teaching environment in universities are directly related to the educational effect. This shows that the Chinese teaching environment in universities is one of the elements of the Chinese teaching process in universities, and it is an overall system. We need to analyze the causes of these factors and their specific manifestations and take corresponding measures to improve and optimize the Chinese teaching environment in universities.

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