

Research on the Influence Factors of Western Modern Literature on College Students' Education Based on Multiple Linear Regression Analysis

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Abstract: This article takes western modern literature as the starting point, explores the development overview of western modern literature and its significance to college students, and takes the frequency, quantity, reading purpose, reading focus, etc. Multiple linear regression analysis was conducted to understand the current situation of contemporary college students' reading of Western modern literature, and to analyze the influencing factors behind the survey results. It is found that content attractiveness and interest attractiveness have a significant positive impact on the frequency and willingness of college students to read Western literary works, respectively.

1 INTRODUCTION

Since the reform and opening up, Western culture has continuously entered our country and has had an impact on the education of college students in our country, both positive and negative. (Wang 2014) In the context of internationalization and globalization, it is impossible to completely avoid contact with Western culture and not be influenced by Western culture. Therefore, we must face up to the impact of western culture on the education of college students in our country, absorb the reasonable resources of western culture, and help college students in our country establish the values of correct treatment of western culture. (Nie 2012)

2 THE EDUCATIONAL SIGNIFICANCE OF MODERN WESTERN LITERATURE TO COLLEGE STUDENTS

Modern Western literature is not a single genre, it is a general term for many genres that oppose traditional literature, and it is a literary reflection of the spiritual crisis of Western society. (Bai 2000)

2.1 Influencing the Value Orientation of College Students

Modern Western literature advocates irrationalism and denies the objective world and its laws. On the whole, irrationalism is a philosophy that fully embodies the spiritual crisis, but at the same time, irrationalism studies "people" and promotes people subjectivity, has a certain positive significance. At the same time, irrationalism exaggerates the limitations and defects of reason, and it completely denies the ability of reason to know the world. In essence, irrationalism sees the world as a disordered, even absurd world, with more emphasis on inner experience and intuition. After studying modern Westernism, I can feel that its ideas have a great influence on people, and even go against many objective laws of the moment. As a college student, we must learn the irrational ideas born in the predicament, and then inspire oneself to face life positively and maintain the correct value orientation. The world can be absurd, or it can be a world full of sunshine and hope. (Feng 1994)

2.2 Shaping the Humanistic Spirit of College Students

The connotation of humanistic spirit is very rich, and it mainly emphasizes enhancing people's subject consciousness, cultivating independent thinking ability,

and developing a high sense of social responsibility. Modern Western literature, on the other hand, emphasizes self-expression, rather than describing the surrounding environment and world, but more on expressing people's subjective world, especially people's inner activities, mood swings, associations, and fantasies. From the point of view of modern Western writers, in the already chaotic capitalist society, things are all over, and people are gradually losing themselves. And the creation of these writers fully embodies what is called "searching for oneself". By studying modern Western literature, we can more clearly understand the importance of the self, how much the surrounding environment and the world have an impact on people, and can continue to encourage the self to move forward bravely on the long road, and then gradually cultivate the self and the society. With a high sense of responsibility and the ability to form their own independent thinking, they can face the world more bravely. For college students, they should focus on shaping their own humanistic spirit, develop the ability to think independently, and face difficulties in study and life with a smile, without losing themselves or being dominated by the environment. (Zhu 2007)

3 THE CURRENT SITUATION OF COLLEGE STUDENTS' READING OF WESTERN MODERN LITERARY WORKS

By taking Soochow University as the scope of investigation, a total of 1,000 questionnaires were distributed, of which 958 were returned effectively. Through investigation and analysis, the current situation of contemporary college students' reading of Western modern literary works is as follows:

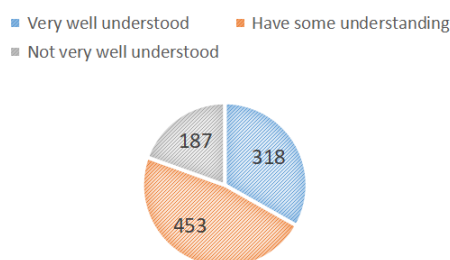


Figure 1. Students interviewed learn about modern Western literatur (Self-drawn)

First, most of the students have heard of or learned about modern Western literary works. As the picture shows (fig 1), 318 students chose "very familiar", 453 students chose "somewhat understanding", and 187 students chose "no know it well". The above situation shows that nearly half of the students have some understanding of modern Western literary works, nearly one-third of the students have a good understanding of modern Western literary works, and less than 20% of the students are not very familiar with modern Western literary works.

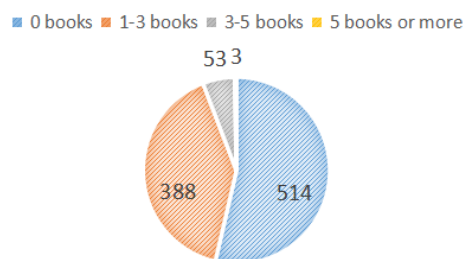


Figure 2. Students interviewed read a map of the number of modern Works of Western literature per semester (Self-drawn)

Second, more than half of the students almost never read contemporary Western literature. As the picture shows (fig 2), In terms of "the number of modern Western literary works read per semester", 514 people chose "0", 388 chose "1-3", 53 chose "3-5", and 3 "5 and above" is selected. About 40.5% of the students read "1-3 books" per semester on average, and only 3 students maintain high-frequency reading, which is a very low proportion. The above phenomenon reflects that college students are far from reading modern Western literary works, and most students rarely read such books.

Third, as shown in the figure (fig 3), in terms of "whether to pay more attention to the background of the work or the style of the work when reading modern Western literary works", about 27.7% of the students paid more attention to the background of the work when choosing to read modern Western literary works, and 43.1% % of students pay more attention to the style of the work when choosing to read modern Western literature, 2 6.5% of students pay attention to both the background and style of the work when choosing to read modern Western literature, and only 2.7% of students choose to read modern Western literature. don't pay attention. The above situation shows that more than half of the students are more inclined to pay attention to the style of the works when they choose to read modern Western literary works, and only a very small number of students pay

less attention to anything. The number of students who choose to pay more attention to the background

of modern Western literary works and the simultaneous attention The number of people in the background and style of the work is almost the same.

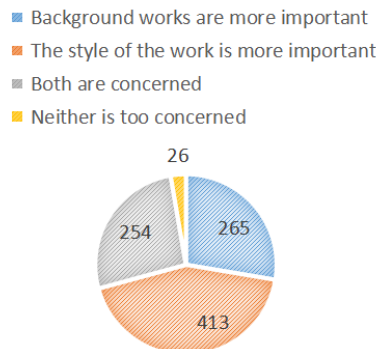


Figure 3. When reading Western modern literature, more attention is paid to understanding the content of the works (Self-drawn)

Fourth, as shown in the figure (fig 4), in terms of "when reading modern Western literature, they are more inclined to choose the content they are interested in or the content you think is helpful for learning", 68% of the students chose "whether it is useful or not". , as long as you are interested in the option,

32% of the students chose the option "regardless of interest, as long as it is helpful to study". This shows that most students prefer to choose Western modern literature readings based on their own interests, while only 32% of students really care about whether the works have improved themselves.



Figure 4. About what is more inclined to choose when reading modern Western literature (Self-drawn)

4 MULTIPLE LINEAR REGRESSION ANALYSIS

This paper uses multiple regression analysis method to determine the relationship between two or more variables.

Table 1. Regression Analysis of the Frequency of College Students' Reading of Western Literary Works (Self-drawn)

	Regression coefficients	95% CI	VIF
constant	0.319** (2.792)	0.095 ~ 0.543	-
Content appeal	0.679** (7.792)	0.508 ~ 0.850	4.360
Attractiveness of interest	-0.022 (-0.135)	-0.350 ~ 0.305	4.360
sample size		958	
R ²		0.728	

Adjustment R^2 F value	0.722 $F(2,96)=128.384, p=0.000$
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Dependent variable: How often college students read Western literary works

D-W value: 0.333

* $p < 0.05$ ** $p < 0.01$ The t value in parentheses

It can be seen from the above table (table 1) that the content attraction and interest attraction are used as independent variables, and the frequency of college students reading Western literary works is used as a dependent variable for linear regression analysis. As can be seen from the above table, the model formula is: the frequency of college students reading Western literary works = $0.319 + 0.679 * \text{content attraction} - 0.022 * \text{interest attraction}$, the R-square value of the model is 0.728, which means that content attraction and interest attraction can explain 72.8% of the change in the frequency of college students reading Western literary works. When the F-test was carried out on the model, it was found that the model passed the F-test ($F=128.384, p=0.000 < 0.05$), which means that at least one of the content attraction and

interest attraction will have an impact on the frequency of college students reading Western literary works. The regression coefficient value of attractiveness is 0.679 ($t=7.792, p=0.000 < 0.01$), which means that content attractiveness has a significant positive impact on the frequency of college students reading Western literary works. The regression coefficient of interest attraction is -0.022 ($t=-0.135, p=0.893 > 0.05$), which means that interest attraction does not have an impact on the frequency of college students reading Western literary works. The summary analysis shows that content attraction has a significant positive impact on the frequency of college students reading Western literary works. However, interest attraction does not have an impact on the frequency of college students reading Western literary works.

Table 2. Regression analysis on the willingness of college students to read western literary works (Self-drawn)

	Regression coefficients	95% CI	VIF
constant	0.467** (5.340)	0.295 ~ 0.638	-
Content appeal	0.050 (0.757)	-0.080 ~ 0.181	4.360
Attractiveness of interest	0.464** (3.634)	0.214 ~ 0.714	4.360
sample size		958	
R^2		0.458	
Adjustment R^2		0.447	
F value		$F(2,96)=40.559, p=0.000$	

Dependent variable: willingness of college students to read western literary works

D-W value: 0.166

It can be seen from the above table (table 2) that the content attraction and interest attraction are used as independent variables, and the willingness of college students to read Western literary works is used as the dependent variable for linear regression analysis. As can be seen from the above table, the model formula is: College students read Western literary works Willingness = $0.467 + 0.050 * \text{content attraction} + 0.464 * \text{interest attraction}$, the R-square value of the model is 0.458, which means that content attraction and interest attraction can explain 45.8% of the change in the willingness of college students to read Western literary works. When the F-test was carried out on the model, it was found that the model passed the F-test ($F=40.559, p=0.000 < 0.05$), which means that at least one of the content attraction and interest attraction will have an impact on the willingness of

college students to read Western literary works. The regression coefficient value of content attractiveness is 0.050 ($t=0.757, p=0.451 > 0.05$), which means that content attractiveness does not affect the willingness of college students to read Western literary works. The regression coefficient value of interest attraction is 0.464 ($t=3.634, p=0.000 < 0.01$), which means that interest attraction has a significant positive impact on the willingness of college students to read Western literature. The summary analysis shows that interest attraction has a significant positive impact on the willingness of college students to read Western literary works. However, content attractiveness does not affect the willingness of college students to read Western literary works.

5 CONCLUSION

This paper studies the current situation of college students reading Western literary works. Through regression analysis, it is found that content attraction and interest attraction have a significant positive impact on the frequency and willingness of college students to read Western literary works, respectively. Content attraction and interest attraction It is an important factor in the frequency and willingness of college students to read Western literary works. Therefore, in order to give full play to the influence of Western literary works in the education of college students, we should pay more attention to the introduction of works that are suitable for college students to be more interested in. In the selection of Western literary works, we should also pay more attention to the selection of content, in order to use Western literary works. The influence of healthy education guidance for college students. (Chen 2007)

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