LEX
LOCALIS

Integration of Teaching Resources for English Majors under Local Autonomy: Collaboration and Development

SHIYUAN GAN & XUEJING YANG

Abstract In the process of local social governance, educational resources are the basic conditions for social governance, so the integration of English education resources has become the main research aspect of local governments and educational institutions. The integration of key educational resources needs to be supported by local education policies, education systems and education laws, and the corresponding regulations and laws should be improved, and the English cognitive level of the public and the environmental governance of education need to be intervened by local governments, as well as the extensive participation of the public. Laws and regulations should be improved under the guidance of the government to provide support for the integration of English education resources, and the public should widely participate in the integration of educational resources of English majors under the publicity of educational resources, so as to form a good interactive relationship to provide support for local education governance. Therefore, the necessary conditions for the integration of local governments, legal institutions, education departments, and the general public, as well as military and local English education resources, play a role in promoting the development level of English and the creation of a social environment.

Keywords: • local self-government • English professional teaching • resource integration • collaboration • development

CORRESPONDENCE ADDRESS: Shiyuan Gan, Ph.D, Associate Professor, Foreign Language College, Changchun University, 130022, Changchun, Jilin Province, China, e-mail: gansy84@ccu.edu.cn. Xuejing Yang, Master's Degree, Associate Professor, Foreign Language College, Hechi University, 547000, Hechi, Guangxi Province, China, e-mail: xuejingy0712@163.com (corresponding author).

1   Introduction

1.1   Research on the governance direction of English education resources by the government

English is the main possible interpretation of foreign and policy documents of the government in local education and has a guiding role in language, English is also the main aspect of local cultural governance, at present, there is a problem of unreasonable distribution of resources in the implementation of English education, which affects the governance of local English culture, so some scholars believe that local governments should clarify the direction of integration of teaching resources for English majors and promote the development of English teaching (Arabit-García, Prendes-Espinosa, & Serrano, 2023). Therefore, it is necessary to carry out education governance from the perspective of government, schools and society, study and clarify the direction of educational resource integration, and introduce necessary auxiliary measures. Government policies can strengthen cooperation between government agencies and schools (Freitas, Bazhuni, & Lima, 2023), promote collaboration between different sectors, and enhance and utilize the complementary resources of education government to education. Schools, legal institutions, and education departments are the basic ways for the government to integrate English teaching resources, and it is necessary to improve the educational support mechanism (Girón-García & Fortanet-Gómez, 2023). to clarify the corresponding regulations. The government should introduce policies that are in line with the integration of English teaching resources, guide educational institutions to develop in the right direction, and provide support for later education governance. Correct guidance, can promote the rational allocation of educational resources, realize the sharing of experience among education departments, and provide support for the improvement of laws and systems in the later stage. In addition, legal institutions and education authorities have established a joint mechanism to understand the actual needs of the integration of English education resources and introduce supplementary and temporary measures to improve the integration mechanism of English education resources and rationally allocate educational resources (Kiremitci, Boz, & Çakir, 2023). Through the form of questionnaires, we can grasp the demands of educational institutions for resources, and build and meet the resource allocation system based on local educational conditions and resources, so as to provide support for local education governance (Leite, Santo, Legey, & Mól, 2023). In the process of integration and governance, social institutions, communities and the public should actively participate in the allocation of English education resources. On the basis of the existing conditions, it is necessary to raise the public's awareness of English education resources, establish a good cultural and educational atmosphere (Li, Qu, Jin, Chen, & Bai, 2023), and supervise the implementation of policies by the government and educational institutions, so as to form a number of linkages between the government, society and universities. Monitor and interpret the

government's educational resource policy on a community-based basis to raise public awareness of the allocation of educational resources in English.

1.2 An analysis of the protective effect of laws and regulations on English education

1.2.1 The role of law in the governance of English education

The governance of English education is the main content and direction of social and government governance, and the foundation for the creation of an English education environment in the region (Mellado-Moreno, Sánchez-Antolín, Ramos-Pardo, & Blanco-García, 2023). The improvement of the law guarantees the governance of English education (Otero & Gazzola, 2023), and it is also a manifestation of local policies and government guidance. Legal institutions should establish temporary laws and regulations in conjunction with the government's governance plan and governance plan (Peng & Li, 2023) to promote and ensure the rational use of local English education resources. At the same time, laws and regulations should be combined with the governance environment and governance conditions of the region (Ramos, 2023), as well as the responsibilities of the government to construct legal stripes and play a protective role of the law. The government is the main body of laws and regulations, and the legal provisions of legal institutions are the indirect embodiment of local policies (Renedo & Sainz, 2023). Therefore, policies and laws should be integrated to jointly promote the integration of English resources, realize the joint governance of education in the region, and meet the needs of the public for English resources. At the same time, the law should be adjusted for different levels and different needs, realize the multi-level allocation of English education resources, and give full play to the role of local governance under the constraints of policies to form long-term governance (Rivera, Vivar, & Jadan, 2023). Laws and policies are implemented through the community to meet the governance needs of the government and realize the comprehensive utilization and distribution of educational resources. Under the dual role of law and government, the community can implement the policies of the local government, provide a foundation for the excavation of English education resources, provide a guarantee for the later education governance and educational environment creation, and improve the effect of local governance. Therefore, the law is an indirect embodiment of local governance policies and an important guarantee for the utilization of English education resources, which plays an indirect role and promotes the improvement of education governance in the region.

1.2.2 Review of domestic research

In China, local governments' research on the governance of English major teaching resources has gradually attracted the attention of government

departments and educational institutions and has become the main content of local education governance. The study of professional governance in English is mainly in the following areas:

The local government's guidance on the policies and measures for the integration of resources, the government's policy documents and implementation, and the evaluation of the government's role in the governance of teaching resources. At the same time, it pays attention to the government's policy guidance, the intervention of the legal department and the public's allocation of resources, to provide a basis for the government's scientific decision-making, promote the effective integration of resources, and guide the direction of resource governance. In addition, the selection of cooperation mechanisms and methods between law enforcement agencies and the government, enhance the communication and cooperation mode between legal institutions and the government, analyze the effectiveness of the governance of educational resources, and put forward suggestions for improvement, to promote the improvement of the social education governance environment. At present, the research focuses on the coordination mechanism between legal institutions and the government, governance planning and policy reference, legal improvement, social feedback, optimizing the government's governance energy, and improving the effectiveness of education governance. In addition, the role of the government is also the main content of the study. This paper explores the role of the government in the integration of resources, as well as the effects of the government's role, the improvement of laws and the cooperation of enforcement agencies, in order to put forward the strategies and measures of local education governance. Researchers pay attention to the performance of government responsibilities and the problems in the governance of resource integration and explore effective ways to provide legal protection to improve the government's governance ability to teach resources. However, there are still some deficiencies in the theoretical framework, methodology and empirical research of local governments in the governance of education society, and the universality and operability of policies need to be further improved, and there is a lack of cross-departmental in-depth research. In terms of theoretical framework, local governments can learn from the experience of other regions and establish a relatively complete local education governance system under the framework of national policies. In terms of methodology, local policies can adopt a variety of research methods such as case studies, empirical studies and comparative studies to obtain more comprehensive and accurate results on the governance of educational resources. In addition, it is necessary to strengthen cross-departmental cooperation, with the help of theories and methods of the judicial and education departments, and deeply explore the government's integrated governance methods for teaching resources, so as to provide more scientific theoretical and case support for practice.

2 Literature review

2.1 The influence of local policies on the integration of English educational resources

In the context of local autonomy, the integration of teaching resources for English majors faces a series of challenges and opportunities, mainly due to the imperfection of policies, laws and regulations. Under the framework of the central government, local governance transfers the power and responsibility of education governance, gives play to the role of members of society, and enables them to participate in the management and decision-making of education within a certain range, to create a good governance environment.

In terms of the governance of English teaching resources, local governance gives local governments and legal institutions greater autonomy and flexibility, so that they can formulate appropriate integration strategies and measures according to the actual situation and needs of the region, and provide corresponding institutional guarantees. Local governments can formulate relevant policies according to the educational characteristics and development goals of their regions, provide guidance measures for resource integration, and promote collaboration between legal institutions and resource governance (Romero, Morales, Mederos, & Morera, 2023). However, there are also educational governance challenges in integrating the teaching resources of English majors under local governance. Due to the governance of local governments and legal institutions, integration strategies and measures may vary from region to region, resulting in uneven resource integration. According to the policies and resource allocation plans of the governments in different regions, there may be differences in governance, which affect the governance effect of English teaching, so the law needs to be used as a guarantee. So, let's put forward hypothesis 1:

H1: Local governments guide the integration of English education resources through policies, and clarify their own directions to promote the improvement of education governance.

Second, integrating resources under local governance requires close collaboration and coordination between local governments, legal institutions, and relevant stakeholders. In the process of resource integration, it is necessary to establish a communication mechanism and a collaboration platform between the government, legal institutions and social parties to promote resource sharing, governance planning and exchange (Wang et al., 2023), collaboration and mutual aid. This requires all parties to strengthen their communication and collaboration capabilities to overcome possible conflicts of interest and barriers to collaboration. The integration of English teaching resources under local governance also needs to pay attention to the professional development and training of government roles.

The role of government is an important participant and promoter of resource integration, and it needs to have cross-departmental teaching ability and awareness of resource integration. Local governments and legal institutions can provide government role training and professional development opportunities, strengthen the teaching capacity of government roles and resource integration knowledge, and improve the overall level of English professional teaching (Wei, 2023). In general, local governance provides greater governance flexibility for the integration of teaching resources for English majors, but it also brings problems in educational governance. By strengthening the collaboration and coordination between the government, legal institutions and all parties in society, and paying attention to the professional development of government roles, we can better promote the integration of teaching resources for English majors and improve the quality and effectiveness of teaching (Yuan, 2023). So, let's put forward hypothesis 2:

H2: Assist local governments and legal and regulatory departments to promote the improvement of local education resource governance.

2.2 The essence of laws and regulations on the integration and governance of English educational resources

Local governments should optimize local policies on the governance of educational resources, clarify their responsibilities, improve governance methods and paths, and promote the integration of local educational resources under the guidance of policies, the improvement of laws and public feedback. At the same time, under the framework of national governance, local governments should give full play to the flexibility of local governance, formulate relevant policies, and regulations and improve them, to promote the integration and governance of English major teaching resources. Local governments have issued comprehensive governance policies for English major education, encouraged collaboration and resource sharing between legal institutions and the public, played a protective and supervisory role, and provided guidance and support for the integration and governance of English major teaching resources (Zhang, 2023). So, let's put forward hypothesis 3:

Hypothesis 3: Policies and regulations can ensure the development of local governance, standardize the governance of educational resources, and promote collaboration between different departments.

Under the constraints of national governance, local governments should pay attention to cross-departmental collaboration. A collaborative governance platform can be established between legal institutions and relevant educational institutions to provide teaching resource governance objectives and professional governance schemes for various sectors. For example, the relevant departments of the law on

teaching guarantees, can cooperate with the public to jointly develop a governance plan for teaching resources and improve the level of teaching governance. Local governance provides a direction for resource integration, and legal institutions and government departments can actively cooperate to coordinate the direction and depth of the integration of educational resources. Local governments can encourage the participation of the public through the guidance of resource allocation, and urge legal institutions to carry out the introduction of laws on resource integration, to improve the level of local English teaching resource integration. In addition, local governments can communicate with enterprises, cultural institutions and other social and educational departments to carry out policy formulation for the integration of teaching resources, policy interpretation and legal research activities.

Under local governance, the guiding role of the government should be improved, and the leading role should be played in the integration of English major teaching resources. Local governments and legal institutions may guide and supervise social and educational institutions to provide opportunities for training, academic exchanges, and educational research, and form a joint situation between society, government, and legal institutions. At the same time, through the establishment of a guidance mechanism for government responsibilities, we will promote the role of the government and further promote the enthusiasm of community and social participation.

Under local governance, the integration of educational resources by local governments also needs to be evaluated and supervised by the public to ensure the quality of lower-level departments. Local governments can establish a collaborative evaluation mechanism to standardize the integration of English resources, discover problems and deficiencies in governance promptly, and take measures to improve governance by laws and regulations. So, let's put forward hypothesis 4:

Hypothesis 4: Local governments should cooperate with laws, regulations and the public to promote the development of education governance and form a good governance atmosphere.

3   Methods

3.1   Research objects

This paper takes local government staff, lawyers, and heads of legal institutions as the research objects, and analyzes the governance of English major teaching resources from the perspectives of local education resource governance policies, strengthening departmental assistance, and encouraging social participation. Of these, a total of 350 people were investigated, of whom 251 were government

workers and 101 were law-related personnel. More than 50% of the respondents were civil servants, and 38% of those surveyed had governance experience, mainly community executives. Focusing on the government's resource integration policy, promoting the governance of resource integration of English majors, and putting forward governance-related questions to understand the respondents' views and evaluations on governance. The issues include the role of the government, the impact on the governance of English majors, the role of laws and regulations in improving the teaching quality of English majors, and how the public can participate in the integration and governance of resources to promote the improvement of the governance level of English majors. By analyzing the respondents' answers, the interactive relationship between the government and resource integration is revealed, to promote the development of English professional governance and further optimize the government's strategies and regulations.

3.2   Description of the content of the study

In view of the research hypothesis, this paper proposes the following indicators and sets the symbols of the indicators to provide a basis for later research and analysis, as shown in Table 1.

Table 1:   Research assumptions and symbols

Hypothesis	Content	Symbol
Hypothesis 1	Educational Governance Policy	SL
	Laws and regulations guide policies	CS
	Policies to improve public awareness	SO
Hypothesis 2	Assistance from the government and legal authorities	SP
	Collaboration between government and the public	DP
	Collaboration between the public and the legal sector	KP
Hypothesis 3	Laws and regulations on the integration and governance of teaching resources	LW
	Laws and regulations guarantee the governance of teaching	THE
Hypothesis 4	The role of public perception in policy adjustment	LD
	The role of public supervision in the implementation of laws and regulations	SF
	The impact of community engagement on public perception	SR

As can be seen from Table 1, the government, the law, and the public are the main aspects of the governance of educational resources, and the assistance between departments is also an important factor in the middle.

3.3   Description of the study data

The results of the survey and analysis of the study data are shown in Table 2.

Table 2: General description of the data

Name	Sample Size	Minimum	Maximum	Average	Standard deviation	Median
SO	350	0.119	3.810	1.879	1.357	2.118
SP	350	0.069	4.909	2.202	1.382	1.998
DP	350	0.869	4.989	2.652	1.374	2.980
KP	350	0.512	4.617	2.695	1.588	3.350
LW	350	0.969	4.210	2.807	1.269	3.050
THE	350	1.214	4.888	2.998	1.296	2.669
LD	350	0.999	4.989	2.503	1.272	2.219
SF	350	0.969	4.909	3.052	1.267	2.761
SR	350	1.619	3.773	3.072	0.671	2.995

From the data description in Table 2, it can be seen that there is no significant difference in the indicators of the research hypothesis in this paper, and the median is relatively concentrated, indicating that in the current round of research process, the initial research results are relatively reasonable, and the later analysis can be carried out, and in the whole analysis process, the survey results are relatively comprehensive, indicating that the integrated analysis of English majors under local governance can be carried out, and the specific results are shown in Figure 1.

Figure 1: The average results of the government's research on the intelligence of teaching resources for English majors
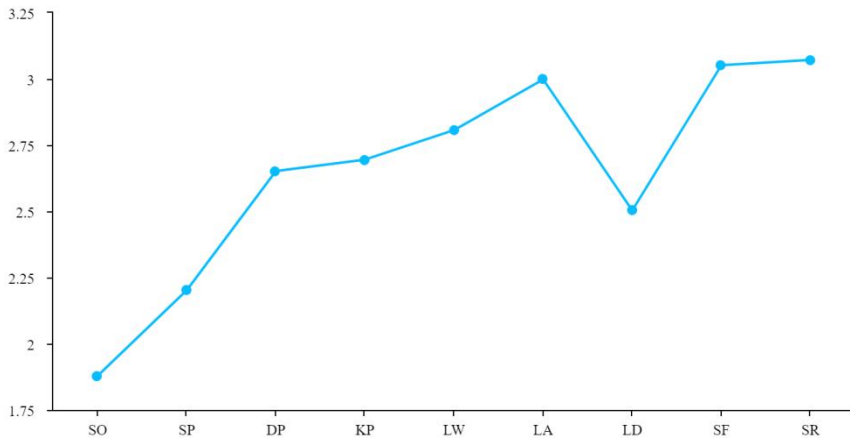
The analysis in Figure 1 shows that in the process of governance, the indicators did not fluctuate greatly, and showed a median change, indicating that the integration of local teaching resources was relatively reasonable.

4   Results

4.1   Validity and reliability of survey results

For better analysis, it is necessary to judge the progress and validity of the research results in this paper, and the specific results are shown in Table 3.

Table 3:   Reliability analysis of the survey results

Name	Adjusted Total Correlation (CITC)	The α factor has been deleted	Cronbach α
SO	0.386	0.458	
SP	0.041	0.238	
DP	0.554	0.126	
KP	0.322	0.024	
LW	0.240	0.119	0.733
THE	0.141	0.333	
LD	0.088	0.210	
SF	0.082	0.301	
SR	0.492	0.093	

Note: Normalized Cronbach α coefficient = 0.305

The results of the analysis in Table 2 can only be more than 0.7 in the process of analysis of each index, reliability and validity, indicating that it has high feasibility. At the same time, the validity of the validity was also analyzed in depth, as shown in Table 4.

Table 4:   Analysis of the validity of the survey results

Name	Load factor in social governance			Degree of synergy (common factor variance)
	Government	Law	Public	
SO	-0.719	0.182	0.135	0.569
SP	0.055	-0.029	0.809	0.658
DP	0.697	0.394	-0.088	0.649
KP	0.088	0.978	-0.063	0.968
LW	-0.075	0.927	-0.118	0.879
THE	0.415	0.157	-0.839	0.901
LD	0.377	-0.140	0.829	0.848
SF	0.696	-0.564	0.285	0.885
SR	0.890	0.057	0.232	0.849
Main explanatory aspects (pre-intervention).	3.092	2.429	1.685	-
% of the effect of governance (before intervention).	34.352%	26.990%	18.721%	-
Cumulative treatment effect rate % (before intervention).	34.352%	61.343%	80.064%	-
Primary explanatory aspects (post-intervention).	2.611	2.371	2.224	-

Name	Load factor in social governance			Degree of synergy (common factor variance)
	Government	Law	Public	
% explanation rate of differences between indicators (after intervention).	29.009%	26.347%	24.708%	-
Cumulative difference explanation rate % (post-intervention)	29.009%	55.356%	80.064%	-
KMO value	7.304			-
Bart spherical values	174.012			-
df	36			-
p-value	0.0001			-

Note: If the numbers in the table are colored: blue means that the absolute value of the load factor is greater than 0.4, and red means that the commonality (common factor variance) is less than 0.4.

From the data analysis in Table 4, it can be seen that there are deficiencies in the government, law and the public, which shows that there are certain problems in the analysis of the above indicators from the perspectives of the government, the public and the law, and it is necessary to carry out certain completeness and constraints, among which the improvement of laws and regulations and the role of the government are the main research aspects, and the correlation between public participation and laws and regulations is strong, which is an indirect influencing factor, so the governance of laws, regulations and government policies should be strengthened to enhance its governance impact on the integration of educational resources.

4.2   The role of local governments in the integration of English teaching resources

In addition, it is necessary to conduct a comprehensive analysis to improve the governance effect, find out the key factors, and the specific results are shown in Table 5.

Table 5:   Governance of teaching resources by the government and law

Influencing factors	→	Resource governance results	Direct governance factor	Governance adjustment factor	Department assistance	Synergy	Indirect governance coefficient
SR	→	SO	-1.156	0.683	-1.693	0.090	-0.572
SF	→	SO	0.590	0.574	1.029	0.303	0.552
LD	→	SO	-1.412	0.555	-2.544	0.011	-1.324
THE	→	SO	-1.743	0.524	-3.323	0.001	-1.665
LW	→	SO	1.088	0.740	1.470	0.141	1.018
KP	→	SO	-0.703	0.644	-1.091	0.275	-0.823
DP	→	SO	1.122	0.260	4.316	0.000	1.136
SP	→	SO	-0.049	0.190	-0.261	0.794	-0.050

From the analysis results in Table 5, it can be seen that the synergy coefficient of SR is 0.572, the synergy coefficient of LD is 1.324, the synergy coefficient of SP is 0.823, and the synergy coefficient of SP is 0.050. In addition, in terms of direct impact coefficient, the SR is 1.156, the LD is 1.412, and the LA is 1.4 73, which are all greater than the above two indicators, indicating that LA is a factor that directly affects the governance of English education resources, and this indicator needs to be adjusted, and the improvement and optimization of the LA index should be strengthened. In addition, the coefficient of SP is 0.049, which indicates that this coefficient also has a certain impact on the integration of educational resources. Therefore, it is necessary to strengthen the integration of educational resources, promote the joint role of the two, and improve their governance effect. In terms of the adjustment coefficient of departmental governance, LW is 0.740, which is relatively high, indicating that LW is the main content of the integrated governance of educational resources, and its role in governance should be played and its adjustment frequency should be reduced.

4.3 Clarify the results of local governance of teaching resources

To improve the role and influence of local governance on the integration of applied educational resources, it is necessary to carry out collational regression to determine the actual results of the integration of English educational resources, clarify the main content and aspects of it, and make later adjustments and improvements, as shown in Table 6.

Table 6: Analysis of the main aspects of the integration and governance of teaching resources by local governments

Governance objectives	Governance content	Impact factor	Adjustment rate	*p-value*
	SP	-0.154	0.542	0.784
	DP	1.580	2.009	0.454
	KP	-1.791	2.651	0.518
SO	LW	2.838	3.754	0.471
	THE	-2.931	2.913	0.344
	LD	-2.678	3.463	0.462
	SF	1.438	3.098	0.655
	SR	-0.608	2.997	0.844

According to the data analysis in Table 5, LW is the main influencing aspect, and LA is the negative main influencing aspect, both of which have an impact on English teaching resources, and their adjustment coefficients are 2.838 and -2.931, in addition The SR was -0.608 and the SP was -0.154, indicating that the two indicators had a relatively weak negative impact on the integration of educational resources, and they needed to be adjusted and improved, so as to give full play to the role of local governance on the impact of English education resources, clarify the responsibilities of the society and the public, and let the government assume

more social responsibilities. In terms of adjustment rate, the adjustment rate of LW is higher, indicating that the local government should make frequent adjustments to laws and regulations in the process of integrating English education resources, so as to meet the requirements here, and the adjustment rate of LD is 3.463, which further indicates that the protective role of laws and regulations on English education resources needs to be exerted to improve the governance of local governments.

4.4   Summary of research results

The results of this paper show that the hypotheses of this paper are valid, as shown in Table 7.

Table 7:   Results of the hypothesis

Research hypothesis	Findings	Hypothetical results
Hypothesis 1	Local governments guide the integration of English education resources through policies, and clarify their own directions to promote the improvement of education governance	Establish
Hypothesis 2	Local governments and legal and regulatory departments assist in promoting the improvement of the governance level of local educational resources	Establish
Hypothesis 3	Policies and regulations can ensure the development of local governance, standardize the governance of educational resources, and promote collaboration between different departments	Establish
Hypothesis 4	Local governments should cooperate with laws, regulations, and the public to promote the development of education governance and form a good governance atmosphere	Establish

As can be seen from Table 7, it is assumed that the results of the study are relatively good. Generally speaking, local governments should formulate necessary policies and measures to intervene in the governance of English teaching resources, and strengthen the evaluation and analysis of the effectiveness of the governance of teaching resources for English majors by the education department and the legal department, understand the public's demand for the integrated governance of educational resources and the actual governance bottlenecks, and improve and adjust policies and laws to solve the problems. The government clarifies the main responsibilities, introduces policies for resource integration and intervention, and improves the safeguard laws and regulations of legal institutions. Local governments should introduce specific guiding policies to encourage legal institutions and the public to participate in the governance of English major teaching resources, and strengthen collaboration between different departments. The government's governance policies may include the collaborative process of resource governance, the content of the collaboration, and the roles and responsibilities of the government, so as to promote the establishment of a

normative system of assistance. In terms of legal institutions and the government, the government should establish a close cooperative relationship to jointly promote the integration and governance of English major teaching resources. The government can provide supportive policies to help legal institutions improve and clarify the problems existing in governance, actively participate in the integration and governance of educational resources organized by the government, and share governance experience. Regular communication and coordination mechanisms should be established between the government and the public to ensure the smooth implementation of resource governance. The government can understand the needs and problems of the public for the governance of educational resources, and provide necessary support and guidance, and the public can timely feedback on the progress and difficulties of resource integration and governance to the government to jointly solve the governance problems. Finally, the government should clarify its responsibilities and become the commander and participant in resource integration governance, able to provide goals, directions, and means of intervention. The government and legal institutions can work closely with the public to understand the need for resource integration in the governance process and provide corresponding laws, regulations and institutional guarantees to promote the improvement of local education governance. Therefore, local governments should formulate necessary intervention policies, clarify the direction of governance, and promote the improvement of the integration and governance effect of teaching resources. Through inter-departmental collaboration, the role of the government, legal institutions and communities in resource integration can be fully utilized, and the governance effect of teaching resources can be improved.

5 Recommendations

5.1 Clarify the responsibilities and objectives of local governments

As the main research object of educational resource management, local governments should clarify their responsibilities and obligations, conduct an in-depth analysis of them, and guide educational institutions and education departments to integrate English resources. In the research process of this paper, government policies and the government's guidance of laws and regulations play an important role, indicating that local governments should play an auxiliary role. The results of the relevant research show that the government lacks the necessary responsibilities, and its obligations, research goals, and future governance directions are not complemented by corresponding supplements. Therefore, local governments should strengthen the comprehensive guidance of English major teaching resources, clarify the responsibilities of educational institutions, communities and legal departments through policies and channels, promote the cooperation of community legal institutions, and help the government improve the implementation effect of policies. In addition, the public role of the English

education sector should be brought into play, and it should be guided to provide more comprehensive training and training programs for educational institutions, standardize the implementation content of legal institutions and communities, and realize the cooperation between legal institutions, communities and social educational institutions so that they can play their respective roles in education governance. In the process of playing the above roles, the government should clarify its own guiding responsibilities and synergies to improve the effectiveness of the entire governance. At the same time, government agencies should also adjust their content and education policies, formulate short-term and long-term guiding strategies and intervention policies, form sustainable educational resources, and govern the environment.

5.2   Promote and improve laws and regulations on education

Based on combining existing educational resources, local laws and regulations are a temporary type of laws and regulations, and their legal framework is the education policy and education law issued by the state. Therefore, in the process of formulating laws and regulations, should local politics play a clear role in guiding and promoting, urging legal institutions and judicial organs to formulate temporary measures, to facilitate the integration and governance of resources in the region? The results show that the indirect role of laws and regulations is relatively obvious, but the direct role is insufficient, and there is a lack of guidance on laws and regulations, indicating the corresponding role of the government. At the same time, there is a big difference between the introduction of laws and regulations and the actual needs, and there are certain deficiencies in the integration of governance and regulations, which in turn makes English education resources. Therefore, it is necessary to effectively improve laws and regulations to provide necessary guarantees for the integration of educational resources. In the process of managing educational resources, laws and regulations are important mediation departments, and an adjustment mechanism should be established between government agencies and institutions and communities of laws and regulations, and the synergy between the three should be brought into play to influence and promote the formulation of laws and regulations. In addition, in the process of comprehensive integration of English education resources, the coordination of laws and regulations should also be brought into play, so that it can further standardize the governance of educational resources and provide legal guarantee for the governance of educational resources. At present, the government should supervise and promote the improvement of laws and regulations on educational resources, transform their indirect role into a direct role, and give better play to the influence and role of laws and regulations, to form a legal system for social education governance.

5.3   Encourage and strengthen the participation of the public and the community

The public is the terminal object of English teaching resource governance, and it is also the terminal of English education governance environment and atmosphere improvement. Therefore, strengthening the supervision of the public and improving the effect of their concentration is the main content of the integration of English major education resources. In the case of local governance, how to give full play to the executive role of the public to feedback on the implementation effect of government policies laws and regulations is the content of current research. The results of this paper show that the direct impact of the public on competitive resources is relatively large, but the indirect effect is relatively small, and there is a negative impact, indicating that the public has a lack of awareness of the integration of English education resources. Local governments should increase publicity and guidance to raise the public's awareness of the governance of English teaching resources. At the same time, the public's interpretation of policies, laws and regulations is not perfect, and the community does not play a corresponding role, which in turn affects the supervision of educational resource governance. Therefore, the government community and legal structure should be strengthened, and the content publicity and process of the governance of English education resources should be clarified, so that the public can participate in the governance process of English education resources, and feedback on the effect of actual education governance, to provide support for the improvement of policies and the adjustment of laws and regulations. The community is the department most closely related to the public and the community, and the local government and the legal structure and the community should establish enforcement norms and regularly collect feedback from the community to the public, form a top-to-bottom and bottom-up interactive educational resource governance link, and form a good social education governance environment.

6   Conclusion

Local governments should introduce policies that meet the requirements of resource integration to improve the integration system of schools. The synergy between the school and the government can promote the integration of educational resources. The government plays the role of the main condition in resource integration, and schools are the main implementers of resource integration. Both of these play an important role in facilitating the integration of resources. In addition, teachers, as investigators of resource integration needs, can promote the development of professional teaching resources through cooperation with the government and schools.

Therefore, in order to optimize the utilization of educational resources and improve the quality of teaching, local governments should consider introducing

appropriate policies to promote the integration of school resources. Close collaboration between governments and schools is key to achieving resource integration, where they can work together to set goals, plan resource allocation, and improve education and teaching by sharing knowledge, experience, and teaching resources. At the same time, the active participation of teachers and the needs survey are also important links in the integration of resources, and their cooperation with the government and schools can promote the development of professional teaching resources.

In summary, the concerted efforts between local governments, schools, and teachers are essential to achieve the integration of educational resources. By formulating appropriate policies, improving the integration system, and strengthening cooperation and exchanges, we can promote educational resource integration, improve teaching quality, and provide students with better learning and outcomes.

References:

Arabit-García, J., Prendes-Espinosa, M. P., & Serrano, J. L. (2023). Open educational resources and active methodologies for STEM teaching in primary education. *Revista Latinoamericana De Tecnologia Educativa-Relatec*, *22*(1), 89-106.

Freitas, V. D., Bazhuni, R. F., & Lima, J. D. P. (2023). The physical education teacher integrating technological resources to the teaching and learning process. *Revista Eletronica Pesquiseduca*, *15*(38), 385-400.

Girón-García, C., & Fortanet-Gómez, I. (2023). Science dissemination videos as multimodal supporting resources for ESP teaching in higher education. *English for Specific Purposes*, *70*, 164-176.

Kiremitci, O., Boz, B., & Çakir, L. Y. (2023). Job demands-resources model and burnout in physical education teaching: A mixed-method sequential explanatory study. *Work-A Journal of Prevention Assessment & Rehabilitation*, *76*(1), 171-187.

Leite, V. P. D., Santo, A. C. D., Legey, A. P., & Mól, A. C. D. (2023). Teaching spelling using didactic sequences and digital resources. *Revista Edapeci-Educacao a Distancia E Praticas Educativas Comunicacionais E Interculturais*, *23*(1), 47-61.

Li, D. H., Qu, P., Jin, T., Chen, C. C., & Bai, Y. F. (2023). Automatic classification of multi-source and multi-granularity teaching resources based on random forest algorithm.

International Journal of Continuing Engineering Education and Life-Long Learning, *33*(2-3), 177-191.

Mellado-Moreno, P. C., Sánchez-Antolín, P., Ramos-Pardo, F. J., & Blanco-García, M. (2023). Digital teaching resources in early childhood education from the perspective of teachers. *Revista Fuentes*, *25*(2), 206-215.

Otero, M. R., & Gazzola, M. P. (2023). Resources and inquiry-based teaching—The role of in-service math teacher schemes. *Iartem E-Journal*, *15*(2), 1-21.

Peng, J., & Li, X. K. (2023). Comprehensive retrieval method of MOOC teaching resources based on eigenvalue extraction. *International Journal of Continuing Engineering Education and Life-Long Learning*, *33*(2-3), 164-176.

Ramos, F. J. M. (2023) Teaching-learning resources on journalistic ethics provided by Spanish universities. *Index Comunicacion*, *13*(2), 245-269.

Renedo, A. A., & Sainz, A. C. (2023). About the use of digital resources for the research and teaching of modern history. *Studia Historica-Historia Moderna*, *45*(1), 73-100.

Rivera, D. P. P., Vivar, S. A. M., & Jadan, B. E. V. (2023). Effective integration of web 2.0 resources in the teaching of the law career. *Revista Universidad Y Sociedad*, *15*(4), 103-110.

Romero, D. B., Morales, T. C., Mederos, N. P. D., & Morera, L. R. (2023). The comic in the university library of education sciences: A strategic resource for teaching and learn. *Guiniguada*, *32*, 93-107.

Wang, J., Jin, S. Z., Zhong, Z., Feng, S. J., Deng, Y. X., & Li, R. N. (2023). Spatial cognition effects of IVE teaching resources on red-green color blindness. *Journal of Educational Computing Research*, *61*(7), 1389-1409.

Wei, Z. H. (2023). Recommended methods for teaching resources in public English MOOC based on data chunking. *International Journal of Continuing Engineering Education and Life-Long Learning*, *33*(2-3), 192-202.

Yuan, X. D. (2023). A balanced allocation method of English MOOC teaching resources based on QoS constraints. *International Journal of Continuing Engineering Education and Life-Long Learning*, *33*(1), 84-98.

Zhang, Y. (2023). Design of an English web-based teaching resource sharing platform based on mobile web technology. *International Journal of Advanced Computer Science and Applications*, *14*(2), 572-580.