

The Current Situation, Problems and Optimization of Education Development in Ethnic Higher Vocational Colleges

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Abstract: With the Deepening of the Current Education Reform, Higher Vocational Education in China Has Gradually Received Attention. with the Increasing Number of Vocational Colleges for Ethnic Minorities, the Main Position of Ethnic Minority Students in the Teaching Process is Gradually Significant. Therefore, the School Should Continue to Strengthen the Management of Minority Students. This Paper Analyzes in Detail the Problems Existing in the Development of Higher Vocational Education for Ethnic Minorities, and Gives Relevant Countermeasures and Suggestions from Three Aspects: Poor Integration of Ethnic Minority Students, Weak Cultural Foundation of Students and Backward Teaching Concept, Which is Conducive to the Good Development of Higher Vocational Education for Ethnic Minorities.

1. Introduction

1.1 Literature Review

The good development of ethnic higher vocational colleges can promote the prosperity and stability of ethnic minorities and the country, and further promote the modernization of the country. With the continuous development of higher vocational education for ethnic minorities, it plays an increasingly important role in the process of social training of outstanding talents. Li Yuming said that at present, there are problems in the mental health education of ethnic minority vocational colleges, such as few research results and narrow research scope. Therefore, relevant suggestions are put forward, which are of great significance to the development of higher vocational colleges, the healthy growth of students and the reform of national education (Li, 2016). Yang Huai analyzed the development prospect and put forward relevant suggestions on the basis of the problems such as the shortage of teachers and students in the current vocational education for ethnic minorities (Yang, 2013). Vigorously develop ethnic minority vocational colleges to conform to the trend of the times, in line with the national conditions. Yan Tao proposed that schools should not ignore the ideological differences and uniqueness of ethnic minority students, and should never educate them according to the education model of Han students. Teachers should start from the inside of ethnic groups, think about ethnic minority students, carry out ideological and political work, and strive to cultivate high-tech and high-quality talents (Yan, 2015).

1.2 Research Purpose

With the continuous and rapid development of higher vocational education in China, higher vocational colleges provide a batch of excellent technical talents for the society. With the rapid development of social economy and the increasing demand for applied and skilled talents, people begin to pay more attention to higher vocational education. However, with the growing scale of higher vocational education, there are a series of problems in the teaching process, and the development of higher vocational education is facing severe challenges. To implement effective and reasonable development measures and strategies is the key to improve the teaching strength of higher vocational colleges. The increasing proportion of minority students makes the management of higher vocational colleges more difficult. Therefore, higher vocational colleges should pay attention to the education and management of minority students, and provide high-quality talents for the society. The current education mode and teaching work are obviously unable to meet the needs

of the society. Therefore, it is of great significance to explore the current situation, problems and Countermeasures of the development of ethnic minority vocational colleges.

2. Development Status of Higher Vocational Education

Higher vocational colleges are one of the important forms of higher education in China. With the passage of time, the scale of higher vocational colleges has been expanding, which plays an important role in the process of realizing the strategy of rejuvenating the country through science and education and strengthening the country through talents. Higher vocational colleges should adhere to the principle of “people-oriented”, fully realize the disadvantages of traditional teaching concepts, make clear the necessity of teaching reform in higher vocational colleges, and train excellent talents for socialism through scientific education and teaching (Liu, 2018). First, the number of higher vocational colleges has been increasing in recent years, especially in the past five years, the number has almost reached 60% of the general colleges; second, with the continuous expansion of higher vocational colleges, the number of students is also growing. Higher vocational colleges not only improve the structure of personnel training, but also adjust the unbalanced industrial structure. Facing the new era and new requirements, higher vocational colleges can cultivate high-end talents with technical skills. At the same time, the state has issued a series of policies to standardize the management of higher vocational education and improve the level of education management. China's higher vocational education has many years of practice and development experience, introduced advanced foreign management experience, and constantly explored in combination with the national conditions, forming a higher vocational education management model in line with the requirements of social development (Ge, 2015). However, there are still obvious deficiencies in education and teaching, which greatly reduce the efficiency and quality of teaching. At present, the traditional education and teaching ideas are old and lack of efficient operation mode and management mechanism. Administrative and experiential management still exists. The communication of relevant decisions is divided into different levels, resulting in students and employees unable to participate in democratic management and decision-making (Tang, 2017). The unreasonable management regulations of Higher Vocational Colleges lead to the problems of blocked channels and low efficiency of education management. In addition, there is a serious lack of teachers' distribution, teachers have not fully developed their awareness of innovation and participation, and they can not give full play to teachers' subjective initiative in higher vocational education. All of these affect the development of higher vocational education, not only limit the development scale of higher vocational colleges, but also can not guarantee the quality of talent training.

3. Problems in Higher Vocational Education for Ethnic Minorities

3.1 Poor Integration of Ethnic Minority Students in Higher Vocational Colleges

There are significant differences between ethnic minority culture and Han culture, which leads to poor integration of ethnic minority students in higher vocational colleges. Ethnic minorities have their unique national traditions and national consciousness, which leads to their strong sense of identity with their own cultural customs, and it is difficult to accept different cultural customs. Ethnic minority students have their own religious beliefs, which is one of the reasons why they can not fully integrate into the environment. Secondly, there are language barriers when minority students communicate with teachers and classmates. Therefore, the ethnic minority students can not deal with their own cultural customs and national feelings well in the study and life of vocational colleges. No matter speech act, values or living environment, they are different from Han students. Therefore, it is difficult for ethnic minority students to integrate with Han students, which leads to their inability to accept the new learning environment.

3.2 Poor Cultural Foundation of Ethnic Minority Students

The education level of minority areas is relatively backward, and the cultural foundation of

students is weak. Especially in English and computer, minority students have a low level of mastery. Because most of the ethnic minorities live in remote areas, the level of basic education is low, and the educational funds are limited, which leads to the scarcity of educational resources and relatively poor educational facilities. In English and computer learning, this lag phenomenon is more prominent. Even some areas do not offer computer and English courses. The majority of ethnic minority students only begin to study these two courses in high school. Because of its poor foundation, in the learning process is more difficult, coupled with poor communication, many students are tired of learning. This kind of psychological gap has not been released and alleviated for a long time, which is very easy for ethnic minority students to have self abasement, and has a negative impact on their future study and life.

3.3 Backward Educational Management Concept

At present, China's higher vocational colleges pay attention to professional development, the concept of education management is not perfect, which leads to low attention to teachers and students, and insufficient research on teaching methods. The poor leading role of teachers in the teaching process leads to the low learning enthusiasm of students. The lack of scientific and normative guidance in teaching work and the outdated teaching management concept are extremely detrimental to the cultivation of high-quality skilled talents in higher vocational colleges. Another reason for the backwardness of educational management concept is the backwardness of educational management personnel, who do not fully realize the importance of management concept in the process of school development. Therefore, the current education concept and mode can not meet the needs of teaching, nor meet the needs of the society for talents, thus affecting the development of higher vocational colleges.

4. Optimization Strategies for the Development of Higher Vocational Education for Ethnic Minorities

4.1 Do a Good Job in Psychological Counseling and Construction of Minority Students

In the process of psychological counseling and construction of ethnic minority students in higher vocational colleges, teachers need to spend a lot of energy and time to plan and implement the work. First of all, teachers and ethnic minority students should strive to cultivate deep feelings, so that students have a sense of belonging, and at the same time of cultural and ethnic differences, they can fundamentally identify with teachers' teaching work. Secondly, teachers should help minority students to integrate into the new learning environment as soon as possible in values, living habits and cultural customs. Teachers should try their best to help minority students understand the differences between higher education and basic education as soon as possible, and help them overcome learning difficulties. Teachers should organize some cultural exchange activities to let minority students understand different cultural connotations and reduce misunderstandings caused by cultural differences. Teachers can encourage students to participate in community activities, enhance their in-depth understanding of learning and life, improve their communication ability and communication ability with their classmates in the process, promote minority students to integrate into the new environment as soon as possible, and constantly enhance their confidence in learning and life.

4.2 Strengthening Patriotism Education

Although each nation has its own unique customs, culture, religious beliefs and local customs, these are the cultural treasures and pride of the Chinese nation over the years. Therefore, teachers should take patriotism as the core to educate minority students. Due to the single living environment, most of the ethnic minority students come from the same ethnic group, and there are few barriers or communication barriers caused by cultural differences. Therefore, in the learning environment of higher vocational colleges, it is easy to cause psychological gap. When ethnic minority students receive patriotic education and have national feelings, it will naturally ease their inner estrangement.

On the basis of continuous patriotic education, teachers can intersperse watching video and audio materials or holding special lectures in the teaching process, widely publicize the excellent culture of all ethnic groups, enhance students' national cultural identity, and promote better acceptance of each other.

4.3 Making Appropriate Teaching Plans

In the process of teaching and education for ethnic minority students, higher vocational colleges should be committed to making appropriate teaching programs. First of all, teachers should fully understand the reality that the cultural foundation of minority students is relatively weak, and grasp the specific situation in depth. On this basis, teachers should master students' learning conditions, and make effective teaching plans and plans that conform to their learning laws. To guide students to develop scientific learning methods and habits, especially in English and computer courses, we should use correct methods to learn. At the same time, teachers can organize some competitions to stimulate students' enthusiasm for learning and guide them to make in-depth exploration of learning methods, but for some students with very weak basic knowledge, they should strengthen training. In this process, students should be guided to analyze their own problems, exercise their ability to solve problems, and gradually eliminate language barriers. Higher vocational colleges can arrange teachers with strong Chinese ability to give language guidance to minority students and improve their language communication ability.

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