

Brief Discussion Based on the Learning Management Strategies of Minority Students in Chinese Language Majors

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Keywords: Colleges and universities, Chinese language major, Minority students, Learning management, Strategy

Abstract: The rapid development of modern society has put forward new requirements for education at all levels. As far as the Chinese language major is concerned, this is an indispensable specialty in college education, and it is also the main channel for the cultivation of Chinese language and literature talents. As far as the nature of the profession is concerned, the focus of learning this professional knowledge lies in the solid foundation of Chinese language, which covers the ability to master basic literary knowledge and the ability to read and understand literature, because the development of a diversified education pattern provides a good platform for students to choose their majors. For the students of this major, there are a large number of minority students, that their Chinese language foundation is uneven, and their ability to adapt to the profession is also very different, and under the influence of ethnic differences, the minority students will have special learning characteristics or psychological characteristics during the professional study. Therefore, in order to ensure the effectiveness of their learning, an effective learning management strategies must be adopted.

1. Introduction

In order to comply with the development of globalization, the modern education has provided more opportunities for learning in different professions and tends of diversification. In some ethnic minority colleges, the Chinese language majors have begun to emerge, including not only the Han students, but according to the relevant data, the number of ethnic minority students studying Chinese language is increasing. However, compared with the Han students, ethnic minority students have great differences in their living and learning environment. Under the influence of national culture, they have formed specific learning characteristics and psychological characteristics in the process of professional learning. Therefore, in order to meet the needs of educational reform, it is extremely urgent to explore the balance of student differences and effectively improve on the students' comprehensive quality and ability. Therefore, new requirements are put forward for the teaching of minority students in this profession, and it is required to explore modern and creative teaching management methods and teaching modes to promote the improvement of teaching quality.

2. Characteristics of Minority Students That major's in Chinese Language

Generally speaking, ethnic minority students study the major mainly because of the lack of institutions that teaches in the national language. At the same time, the minority students who study the major are called "Min Kaohan", that is, they participate in the unified examination and unified recruitment. The eleven ethnic minority students of Chinese language majors are Uzbek, Dahan, Mongolian, Kazak, Uighur, Tibetan, Xibo, Tatar, Russian, Tajik, Uighur, etc. [1]. With the rapid development of modern society, the advancement of bilingual education reform has made the ethnic minority students to contact Chinese language education in addition to their own language, which makes it more common for "people turn to Han". At present, there are not only students who have turned to Han and Min Kaohan, but also there are students who have been developed through the bilingual experimental classes. Whether the student found themselves in that situation, their

language foundation is national language, and because of the living environment and customs, the differences in learning environment and national culture makes it difficult for students to encounter some difficulties in the study of Chinese language. This is also a major challenge in the current professional teaching.

As far as the psychological development of students is concerned, ethnic minority students have always lived in ethnic minority areas, and have significant national characteristics, that are influenced by language and culture, which form some specific cognition, and have significant awareness of the inheritance of national culture, that makes them to naturally Adapt to the development of ethnic areas. However, the rapid development of modern society and the integration and development of national culture have prompted the minority students to move forward in two cultures. This shows that their learning process will inevitably be affected to some extent.

3. Learning Characteristics of Minority Students Studying Chinese Language Majors

3.1 Lack of Good Chinese Application Ability

The minority students can learn Chinese through variety ways, and the state has relevant policy inclinations. As far as the current education development is concerned, the study of Chinese knowledge has been popularized in primary education, and the development of Chinese education is also systematic and comprehensive. The minority students can quickly adapt and accept the relevant knowledge during the Chinese language learning process. Moreover, it can create a good multi-learning environment for students' simultaneous learning of Chinese and national languages. However, at the university learning stage, there is not only one subject for the Chinese language major, although they can effectively acquire Chinese knowledge, but there are still some significant deficiencies in the use of Chinese language, which affect the effectiveness of other subjects, such as: high numbers, English, etc. For ethnic minority students, their use of Chinese is mostly carried out in communication with classmates and teachers, and is promoted, so once the teacher uses the full Chinese teaching measures it will affect the acquisition of knowledge of ethnic minority students.

3.2 Fixed Thinking Limits the Way Students Recognize

The minority students have long been influenced by the national culture and the national living environment. Although they can obtain Chinese language learning results through an effective learning process, but they still have complexities in terms of language environment, in order to enable the minority students get into the Chinese environment. In most cases, it is the choice of using the national fixed thinking to determine their own behaviors, thus comparing the resilience of Han minority students that have significant shortcomings, which will directly affect the self-esteem and progress of students in the learning process. At the same time, some students are still influenced by the national customs and traditional concepts, which makes them feel hesitant in the face of new things, that always affect the psychological state of students to a certain extent [2].

4. Learning Management Strategies for Minority Students

4.1 Highlight National Consciousness and Strengthen the Cohesiveness of Student Groups

Building a harmonious society can promote the rapid development of a modern society. To this end, promoting the national unity is the most important path, that only and under the national unity can we promote the long-term development of the country. Minority students represent not only the development of the nation, but also the new era and high-quality talents cultivated in accordance with the leadership of the Communist Party under the leadership of the Communist Party with their broad knowledge. At the same time, under the positive influence of national culture, which has a unique cultural outlook, the outlook on life and values. Therefore, in the development of education and teaching activities, colleges and universities should actively promote the ideological and political education of these students, and urge them to form a strong national consciousness and promote the reinforcement of the student group cohesion.

4.2 Focus on the Development of Minority Students

Undoubtedly, no matter the stage of the teaching, the students with weak comprehensive scores will form a low self-esteem for a certain degree. This is also true for minority students who study Chinese language majors, they have cognitive styles and living environment with Han students. Differences in customs, learning habits, etc., have prompted them to have some difficulties in integrating into the current professional studies. In this regard, teachers must pay attention to the formation of students' self-awareness, and encourage the students to have a clear understanding of the factors affecting the learning effect, and understand that it is not only related to individual efforts, but also related to regional differences, environmental differences, and cultural differences. At the same time, while paying attention to the students' learning situation, teachers should also pay attention to the students' living conditions, give full play to the role of humanities education, and encourage the students to actively adapt to the current learning and improve the inadequacies.

4.3 Strengthening the Collective Sense of Honor of Students through Class Management

For the teaching of ethnic minority students, we must give full play to the role of ideological and political education, and encourage students to form the correct ideas and concepts, and promote the all-round development of students while gaining effective learning. Students who are already in the university are in the stage of shaping the values and outlook on life. At this time, it is of great practical significance to strengthen the student learning management, as the class is a basic existence in student learning and life because the class cadres are the core of executive class management. In the classes where Han students and minority students learn together, it is very important to stimulate the students' sense of honor and cohesion. [3]. Therefore, teachers must give full play to guiding and organizing roles, in order to promote the formation of students' correct values, and promote the implementation of human-based management, as well strengthen the students' emotional management, and build a class full of sense for students to obtain a good learning environment, quality learning and living experience.

4.4 To Promote the Construction of a Good Teacher-Student Relationship

Teachers will directly influence the learning outcomes of students and play a decisive role during their learning. Especially for minority students, the teachers need to have a deep understanding of the student's living environment and personality characteristics, thus promoting the construction of a good teacher-student relationship. In the teaching of basic knowledge, teachers can transfer cultural knowledge to students as much as possible, and promote the development of students' divergent thinking based on professional background, learn more about national culture, and promote students through novel and interesting teaching modes, and to effectively cultivate on so as to enhance the emotions of teachers and students, and to improve on the effectiveness of teaching, and promote the overall development of students.

5. Conclusion

The college students have already formed values initially, the traditional methods can't solve the problems that occur in the process of learning for minority students. Therefore, teachers must start from a broader perspective, to build long-term strategic goals, and promote the individual development of students, as well as promoting the national development and consolidate the national cohesion as the force to contribution.

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