

Religious Belief and Educational Guidance of Minority College Students

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Abstract: In view of the important component of the minority groups in our country, whether the mental health of minority college students develops healthily plays a decisive role in the sound economic development of minority areas and the prosperity and stable development of all ethnic groups in the country. Due to the influence of family environment and traditional culture, minority college students advocate religion greatly, which has also succeeded in continuing the cultures of various nationalities. Nowadays, because of the lack of special attention to the differences and subjectivity of ethnic minority college students as well as insufficient pertinent in practice, the effectiveness of belief education of ethnic minority is poor. In this paper, the religious beliefs and educational guidance of minority college students are discussed in detail, providing reference for future professional research.

1. Introduction

Our country is a large family composed of 56 nationalities, which has the characteristics of vast land, abundant material resources and numerous religions. Among them, the number of minority religious believers accounts for a large proportion. It is also one of the characteristics that our religious beliefs are different from other countries. As the future leader of China's social development, minority college students are in an important qualitative stage, no matter in the term of their outlook on life, values or world outlook. Therefore, the future development of our country can be said to be directly determined by the healthy growth of college students. While minority college students are basically from remote areas, and there are huge differences in living environments, family environments, cultural education, religious beliefs and so on.

2. Practical Problems in Belief Education of Minority College Students in China

2.1 Individual Differences among Minority College Students are not Fully Respected

In the process of belief education, managers are expected to pay attention to the different growth environment and acceptance level of different college students. Therefore, in the face of the same cultural knowledge, the results achieved will be different. For minority college students, because of the particularity of their living environment, deep-rooted religious beliefs and mysterious characteristics of national culture, there are great differences between them with Han Nationality students. In view of today's belief education, we have not paid enough attention to the differences of the characteristics of minority college students, but applied the unified criteria and evaluation model to it. In the long run, neglecting the diversity and differences of minority college students' different learning abilities and ideological and political literacy as well as the diversity and differences will seriously hamper their learning enthusiasm, reduce the effect of belief education, and make it difficult to really achieve the improvement of education effect and ideology and culture.

2.2 Effectiveness of Belief Education is Poor Nowadays

Although the current education system in our country has developed well, due to the vast territory of our country as well as the backwardness of ideas, means of education, cultural content and missionary methods in some areas and the existing differences, the actual effect of belief education is not ideal and the inculcation mode of "pulling out seedlings to grow" still dominates.

Teachers are still the center of the classroom, and the way students learn knowledge is still centered around teachers. As a result, the teaching content is seriously divorced from the actual situation and the personality and psychological characteristics of college students in the new century are seriously neglected. Without education according to their characteristics, it is impossible to teach students in accordance with their aptitude. For a long time, most of the students will lose interest in this indoctrination-based education mode, or even produce a rebellious mentality. As a result, in the process of belief education, teachers become publishers of knowledge and students become stacks of materials. They force ideology on students and ultimately turn them into a store of value texts.

2.3 Emphasis on Belief Education for Minority College Students is Insufficient

Nowadays, the characteristics of China's education evaluation system are that most universities focus on scientific construction, scientific and technological research, and the construction of teaching staff. However, ideological and political work has not been given enough attention. To a certain extent, there will be an unbalanced phenomenon on both sides of the scale. Therefore, it will lead to the phenomenon of imperfection and absence in the process of belief education for minority college students.

3. Belief Education Countermeasures

As an important part of college students' ideological and political education, belief education plays a decisive role. Through a large number of practical investigations and studies, it is found that in order to grasp the ideological direction, it is essential to cultivate and forge qualified successors and reliable builders for the cause of socialism with Chinese characteristics. Here are three aspects to be done: A good external environment for belief education should be established, the ways and methods of belief education need to be improved, and a harmonious belief education atmosphere trust must be built ^[1].

3.1 Establish a Good External Environment for Belief Education

3.1.1 Strengthen minority college students' study and ideological guidance of Marxist theoretical knowledge

For minority college students, because of the influence of cultural background and living environment, they become the most vulnerable object of religious information infiltration. Most of these minority college students come from areas where economic development and education level are relatively slow. They deeply believe in religion. This group is facing tremendous pressures, including learning, economic, living and employment aspects, all of which cause puzzlement and confusion. As a result of the above factors, minority college students seriously lack the sense of belonging, resulting in loneliness. These are all the inducing factors of religious information infiltration.

To solve these problems, colleges and universities are required to strengthen their efforts to help minority college students not only in life, study and employment, but also in mental health assistance. Meanwhile, it is necessary to set up basic propaganda and education of law popularization to educate minority college students from the legal aspect. It will not only popularize our national and religious policies to them, but also guide these students to have a correct understanding of religious beliefs and believe Marxist religion.

3.1.2 Establish a system of prevention and control

To integrate religious belief education scientifically and reasonably into every level of education system and establish a scientific and normative management mode can effectively eliminate the damage of religious infiltration. The cultural behaviors of minority college students, such as festival gatherings and religious activities, need to be regulated within a reasonable range.

3.2 Create a Harmonious Cultural Atmosphere for Belief Education

3.2.1 Promote cultural identity

Belief education leads the formation process of minority college students' values. That is, it is the process of minority college students' assimilation into their own values after they show recognition of the mainstream culture. It is important to combine the status and needs of these students with the cultural education, and guide to transform them into their own values. Moreover, colleges and universities are expected to make rational use of these students' common national culture and traditional customs, and educate them with the mode they like, which will inevitably lead to twice the result with half the effort. ^[2]

3.2.2 Achieve cultural symbiosis

In the process of carrying out belief education for minority college students, we should not only have the necessary binding force and guarantee force in the system which helps minority college students with a clear understanding of their own freedom limits and maximize the sound and stable development of campus culture. Moreover, the religious culture that is suitable for the mainstream culture, such as values, outlook on life and outlook on the world, needs to be the maximum extent to help its development and growth. For minority college students, during the rebellious period of their lives, there will be instinctive resistance to hard management. Therefore, if managers blindly suppress and eliminate campus culture other than mainstream campus culture, it will seriously hinder the free growth of ethnic minority college students' thoughts.

3.3 Ways and Means of Improving Belief Education

3.3.1 Change the educational relations between teachers and minority college students

As far as belief education is concerned, it does not simply stop in knowledge education. It also plays a decisive role in correctly establishing the outlook on life, values and world outlook of minority college students. In the process of the growth of these students, the growth brought by knowledge cannot replace the growth of ideological quality. Meanwhile, the significance of education is not only to let students understand the outside world, but also to lay the foundation for correct religious beliefs. In view of the above, educators must clearly realize that the presentation of educational significance is not achieved by transferring knowledge from one person to another, but by integrating educators and educatees into the actual teaching environment, which is also the essence of education. In a strict sense, belief education is the process of educatees' transition from knowing to sublimating new things to belief. The communication is based on personality. The relationship between educational administrators and minority college students has gradually changed from passive knowledge transfer to active knowledge acceptance, so that they are able to achieve equality at the personality level. On this basis, to maximize the effectiveness of interaction, managers and minority college students should respect and trust each other, and then carry out equal communication activities ^[3].

3.3.2 Give full play to the subjectivity of minority college students

Among college students, minority college students have the characteristics of active thinking mode and strong subjective initiative. In order to fully play its role, managers must be regarded as the main body of educational activities and minority college students as the object. As objective and real people, minority college students have their own thinking consciousness. In the process of belief education, they cannot fully accept the information conveyed by belief education. On the contrary, they need to extract it. This is the self-selection of belief education. In the process of carrying out belief education, minority college students are able to actively express their own ideas and understanding, but not passively accept and participate in all aspects of educational activities, which is also the subjective initiative of belief education. For minority college students, they can not only actively express their own ideas and understanding, but also learn, judge and innovate spiritual products through their own discrimination.

4. Conclusion

To sum up, in view of the great differences of minority college students, educators are required to treat them differently and resolutely put an end to the phenomenon that “one size fits all“. It is essential to respect and understand the cultural background and comprehensive education beliefs of minority college students, respect the actual differences between them and the mainstream culture, and carry out targeted teaching content. Offering minority college students with necessary respect in spirit and material will not only enhance their own ideological and moral qualities, but also meet the mainstream consciousness to a certain extent, accelerate their growth, and ultimately achieve the great aspiration of the common development of all ethnic groups.

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