

On Innovating the Teaching Mode of Chinese Minority Language and Literature under the New Situation

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Abstract: In order to strengthen the positive inheritance and development of China's excellent traditional culture in the field of internationalization, the research on language and literature is not limited to Chinese, and the research field is gradually developing towards minority languages. Especially after China's society has fully entered a new period, the in-depth study of the teaching mode of minority language and literature can not only cultivate a large number of minority language professionals for our country, but also lay a solid foundation for the social and economic development and cultural development of minority areas.

1. Introduction

In order to effectively improve their way and ability to serve the society, ethnic minority schools make full use of the school running characteristics and advantages of Chinese ethnic minority language and literature specialty from a diversified perspective, comprehensively reform the talent training mode of traditional ethnic minority language specialty, and actively cooperate with local governments in different ethnic regions, create a new training mode of "school + local government" for ethnic minority language professionals and new talents, so as to contribute actively to the social and economic development of ethnic minority areas and the inheritance of Chinese excellent traditional culture. Therefore, all ethnic minority schools should always take serving the regional economic, social and cultural development as the goal orientation, and cultivating ethnic minority talents as the school running philosophy and purpose, continuously deepen the reform of traditional education and teaching forms, and give full play to the advantages and characteristics of the ethnic minority language and literature teaching mode. On this basis, a minority language and literature teaching system with complete categories, diversified teaching modes and rich teaching contents is established, so that minority schools will become an important base for cultivating high-quality minority talents, studying national policies and theories, and inheriting Chinese excellent traditional culture.

2. Actively Construct the Teaching Content and Curriculum System

Under the new situation, in the process of carrying out minority language and literature teaching, we should not only actively preserve the essence of traditional professional teaching content and teaching system, but also take highly targeted measures based on this basis and combine different professional development directions and social development needs of different ethnic regions to reform the teaching content and construct the curriculum system. For example, in the process of learning Naxi language and literature and Dongba culture in Lijiang, Yunnan, ethnic minority schools have formulated a set of talent training plan for ethnic minority language and literature and training objectives with Naxi language teaching characteristics through active cooperation with Lijiang local government^[1]. In the actual teaching process, we should not only strengthen the active development of traditional courses such as basic courses of Chinese minority language and literature, grammar, pronunciation, writing and translation skills, but also take the actual needs of

applied talents in Lijiang, Yunnan as the basis. Targeted courses such as *Dongba Culture and Art*, *Introduction to Dongba Characters*, *Naxi Language Translation Theory and Practice* and *Naxi Language and Literature* are offered to ensure the high integrity and coverage of the curriculum system of Naxi language and Dongba culture. In the process of establishing and improving the teaching curriculum system of Chinese minority language and literature, we should not only take diversified and effective measures to help students lay a solid foundation for minority language, but also attach great importance to improving students' language application ability and enhancing students' comprehensive ability, so as to create a good environment that can meet students' personalized learning needs, provide positive help for the standardized development of students' professional ability. In this process, the school should also invite professionals in the field of minority language research to the school to carry out professional lectures and guidance for students, so that students can be exposed to the most advanced teaching theories and learning skills, broaden students' vision, and ensure that the teaching mode of Chinese minority language and literature can be continuously innovated and developed under the new situation^[2].

3. Continuously Update and Optimize Professional Teaching Materials

According to the detailed analysis of the actual teaching situation of minority language and literature in China, it can be known that in the teaching process, the problem of lack of professionalism in relevant teaching materials is common, which can't be solved all the time. The problem will not only seriously affect the quality and effect of minority students' learning language and literature, but also seriously hinder the positive innovation of teaching mode. In order to effectively solve this problem, minority schools should not only strengthen the active training and exercise of school teachers, encourage teachers to actively carry out self-improvement and professional learning, and improve teachers' professional teaching ability through strict assessment measures and training means, but also actively hire experts and scholars of minority languages as part-time teachers, provide professional guidance to students. On this basis, schools can strengthen the active cooperation between teachers and experts and scholars, and compile highly targeted teaching materials for different majors. Taking Naxi language and Dongba culture as an example, the teaching materials compiled through the cooperation of teachers and professional scholars include *Naxi Cultural History*, *Introduction to Dongba Characters*, *Naxi Language Foundation*, *Dongba Art*, *Naxi Language Translation Theory and Practice*, which not only create favorable conditions for students to learn Naxi language and understand Dongba culture, but also lay a good foundation for the innovation and development of Chinese minority language and literature teaching model^[3].

4. Strengthen the Active Reform of Traditional Teaching Methods and Teaching Means

In the process of comprehensively promoting the innovation and development of the teaching mode of Chinese minority language and literature, the school should attach great importance to the construction of the liberal arts laboratory, ensure that the teaching methods adopted are highly interesting and innovative through the flexible application of modern information technology, stimulate students' enthusiasm for participation and improve students' practical ability. For example, the school can cooperate with the local government to build a minority language research base, and combined with the actual situation, divide the base into different modules, including minority language database, minority voice laboratory, etc. At the same time, ethnic minority schools can also apply for cooperation with the World Institute of Minority Languages and universities to continuously collect diverse and rich minority languages in the minority language research base, so as to save all kinds of endangered minority languages. On this basis, minority schools should actively cooperate with scientific research companies to develop minority language software, so as to create a good environment for students of different nationalities to learn and use minority languages^[4].

5. Ensure Effectively Implementation of All Educational Practice Measures

In the process of innovating the teaching mode of Chinese minority language and literature, all minority schools should attach great importance to cultivating students' language practice and application ability, and establish corresponding practice bases according to different minority languages in combination with the actual situation of students and the current situation of minority language and literature teaching, ensure that students' professional ability and comprehensive quality are further improved in the practice mode of combining professional practice with job selection and employment. Schools can set up 3-4 practice bases for different minority languages with the goal of specific practice task requirements to fully meet the needs of minority students for centralized practice. In the process of selecting internship units, it is necessary to ensure that relevant units can involve different industries, so as to fully meet the personalized employment selection needs of ethnic minority students^[5]. In addition, minority schools should also strengthen the active construction of professional teachers, take diversified and effective measures to establish a high-quality teacher team with age, professional title, academic background, discipline and academic structure. On this basis, in combination with the construction and training requirements of different majors, different disciplines and different talents, professors at home and abroad with high professional ability and comprehensive quality are employed as professional teachers to ensure that the established teacher team is not only competent for relevant teaching tasks, but also capable of effectively carrying out minority language and literature scientific research^[6].

6. Strengthen the Establishment and Improvement of Teaching Quality Evaluation Mechanism

In the process of innovating the teaching mode of Chinese minority language and culture, minority schools should establish a supervision mechanism and evaluation mechanism with the participation of society, schools and students. On the basis of always focusing on student evaluation, strengthen the quality monitoring and guarantee function of the school in the teaching process, ensure that the supervision and evaluation function of the school can be brought into full play in the innovation of teaching mode, so as to effectively maintain and standardize the teaching order. Ethnic minority schools should also attach great importance to the social evaluation method dominated by employers and newspapers and media. By tracking and investigating the actual employment performance of graduates, they should take diversified and effective measures to continuously improve the school running quality and level, so as to create a good environment for the comprehensive innovation of teaching mode^[7].

7. Conclusion

Through the detailed analysis of the development of China's minority language and literature teaching model, we can know that the overall reform level of the teaching model is constantly improving, the demand for minority talents is gradually increasing, and the educational responsibility undertaken by professional colleges and universities is becoming more and more arduous. Especially in the process of the continuous improvement of China's social and economic development level, the all-round development of all walks of life has increased the demand for cultural and language talents in ethnic minority areas, and the training requirements for compound talents are higher and higher. Therefore, all ethnic minority schools should not only correctly recognize and attach great importance to the importance of innovating the traditional teaching mode in improving the development level of ethnic minority language and literature, but also strengthen the continuous optimization and improvement of ethnic minority language and literature teaching methods, teaching contents and teaching objectives, so as to ensure the continuous improvement of teaching quality and talent training quality, embrace the diversity of national cultures and safeguard the diversity of world cultures, so as to provide positive help for the practice of China's socialist core values.

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