Study on the Appropriateness of Ethnic Minority Preparatory Chinese Teaching Materials

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Abstract. Teaching materials are the basis of teaching. The quality of Chinese teaching materials for Ethnic Minority Preparatory education has a direct impact on the quality of Chinese teaching. The construction of Chinese teaching materials for Ethnic Minority preparatory is related to the quality of preparatory Chinese teaching. The premise of the construction of Chinese teaching materials is the accurate understanding of the preparatory Chinese courses and the scientific understanding of the paradigm for the compilation of textbooks. The article explores the relevance of Ethnic Minority Preparatory Chinese teaching materials from the three dimensions: curriculum nature, writing paradigm, and text selection criteria.

The Positioning of Preparatory Chinese Teaching Materials: the Nature of the Connection with the Curriculum

Since the 20th century, the nature of the "College Chinese" and the orientation of the discipline have always been topics of debate in the academic world. As a special level of education for colleges, the preparatory stage for ethnic minorities, what is the nature of the language curriculum is rarely mentioned. To clarify this issue, we must first find out what is the "Chinese." The word "Chinese" first came from Mr. Ye Shengtao. After 1949, "Chinese" appeared in the primary and secondary school texts. Mr. Mr. Ye Shengtao explained: "What is Chinese? Chinese is the collective name of spoken language and written language. Orally speaking language is spoken, and what is written on the paper is written." Obviously, Chinese is neither equal to language, nor equal to literature.

The "College Chinese Syllabus" compiled by the Preparatory Committee for Teaching Preparatory Courses for Minority Preparatory Courses at the Ministry of Education specifies that the purpose of teaching is to further consolidate and expand basic knowledge and improve students' reading ability, comprehension ability and writing ability through the combination of "supplement" and "preparation." Oral language ability and research ability. Obviously, compared with the middle school language, the ethnic preparatory Chinese is positioned as "Focus on preparatory learning, supplemented by supplementary tutoring, tutoring and previewing." Chinese in the preparatory stage not only emphasizes the basic knowledge of Chinese language, improves the language application skills, but also has a higher degree of expression and requirements for humanities, focusing on cultivating the students' humanistic quality, aesthetic interest, thinking quality and creativity. At the same time, it is necessary to make clear that the Chinese courses for minority classes in institutions of higher learning are different from those for linguistic studies in the Chinese Language Department of universities. It is not appropriate to teach linguistic knowledge of specialized systems, nor to teach pure literary works, nor become a condensed version of literary history.

The guiding ideology for the compilation of Chinese teaching materials for Ethnic Minority Preparatory in general colleges is "Improve students’ language accomplishments comprehensively, improve the ability of ethnic students to correctly understand and use Chinese language and characters, embody the comprehensiveness of the times, basics, and textbook content, and pay attention to accumulating, nurturing and developing language sense, so that students can master the basic methods of learning Chinese. Develop a good habit of self-learning language."
The Principles of Appropriateness of Chinese Teaching Materials

Write Ideas. The Ethnic Minority Preparatory is a special level of higher education in our country. The Chinese teaching in the Ethnic Minority Preparatory class is neither a "Senior high school" nor a "compressed version" of the literary history department in colleges. In the process of compiling teaching materials, we must firmly grasp the nature of the language courses for college pre-university classes, and profoundly understand the meaning of "supplement" and "preparation" in preparatory studies. "Supplement" is mainly to strengthen the basic knowledge of the Chinese language for ethnic preparatory students and to improve basic skills. At the same time, "preparatory" for ethnic minorities is the adaptive learning stage before undergraduate education. At this stage, Chinese teaching should strengthen the cultivation of students' "humanistic spirit". Professor Wang Jianhua believes that the focus of Chinese teaching and education in the preparatory stage should be on students' interest in language learning and teaching methods. Therefore, in preparing preparatory Chinese teaching materials, it is necessary to highlight the instrumentality and humanity of "supplement," and to reflect the "preparation" of the aesthetic education.

Model Innovation. Since 1992, the use of the compilation mode of Chinese teaching materials for Ethnic Minority Preparatory classes has been somewhat influenced by the traditional model of "College Chinese" at the national universities, and the style of literary history has often been used as a method of preparation. The teaching materials are mainly time-based line choreography articles, its advantages are clear and systematic. But the disadvantage is that in the teaching process, it is very easy to become a Chinese language undergraduate literary history professional class in the language classes for Ethnic Preparatory classes, so what let national preschool students sound confused and incomprehensible. If the unit theme is used as a structural method, the theme can be highlighted during the teaching process to improve the students' appreciation and aesthetic ability. But the students' basic knowledge of Chinese language is ignored. The author believes that we should use the classic articles in the main literary genres of various periods and regions as the main thread to weave the network structure of the Chinese teaching knowledge in Ethnic Preparatory courses. Literary works and literary history are inseparable. There is no literary history of literature is an empty literary history, and works without literary history are works lacking sense of the times. It is necessary to organically combine the two in the language teaching process to allow students to improve in "supplement" and expand in "preparation".

Text Selection Criteria. The so-called "classic" mainly reflected in the following three aspects. The first is the unity of literariness and ideology. The so-called literariness is that the literary text is different from the nature of other texts. According to Roman Jacobson, "The object of literary study is not literature but literariness, that is, something that makes a particular work a literary work." Professor Tong Qingbing of Beijing Normal University has discussed this: "We How should we understand literariness today? With the rolling wave of 'Aesthetic Fever' that began in the late 1970s and early 1980s, everyone in the discussion gradually formed a literary identity that was an aesthetic consensus. It is the fundamental characteristic of distinguishing between literary and non-literary literature." Such as the philosophical philosophies and moral cultivation of the pre-Qin philosophers' proses, Qu Yuan's feelings of worrying the country and the people, and Tao Yuanming’s "advanced self-biased" ideals, which contain the philosophical ideals of the poor and the happy. These literati works contain heavy literariness, profound ideology and superb artistry. As an important part of Chinese culture, the articles of the sages should be an important part of the selection of teaching materials.

The second is the unity of modernity and timeliness. The so-called "modernity" refers to a series of new knowledge concepts, and value standards formed during the transformation of people from traditional society to modern society during the social transformation. In literature and art, it embodies the pursuit of truth, goodness, and beauty. Both the poems from Qu Yuan and the articles from Confucius and Mencius reflect the philosophical thoughts and noble moral sentiments of the sages, spur the marks of the times, highlight the modern spirit, and have a lasting impact. The modern spirit that Lu Xun dared to challenge the feudal rites for thousands of years, and his
courageous exploration spirit of "this is just like the road on the earth; there are no roads on the
ground, many people have gone, and it has become a road" will always inspire a generation. Another
generation of people with lofty ideals. For instance, Wang Meng's "Activity becomes
humanoid" and Wang Anyi's "Everlasting Regret" or the deep pain of the new intellectuals in the
transitional period, or the helpless destiny of the young women who transcribed the turbulent era,
all expressed some kind of unforgettable life experiences and profound humanistic care. It is a
classic example of the organic combination of modernity and timeliness.

The third is the unity of works of Han nationality writers and Ethnic Minority writers. Although
the 2013 revised "College Chinese" supplements the development history of Chinese minority
literature in each unit, the selected text rarely involves the work of Ethnic Minority writers. The
teaching materials of this set of textbooks are from Ethnic Minority students in the country's border
areas, pastoral areas, forest areas, and poor mountainous areas. They want to understand the works
of writers of Ethnic Minorities, especially the works of writers of this ethnic group. In fact, the
literary works of Ethnic Minorities in various periods are like dazzling stars. They flashed in the
literary history of China for thousands of years. They are eye-catching and become an indispensable
part of Chinese literature. There are many excellent representatives of minority writers, such as The
Yuan Dynasty poet Yelv Chucai, the Ming Dynasty literary critic Li Zhi, the Qing Dynasty poet
Nalan Xingde, the novelist Cao Xueqin, Lao She, Shen Congwen, Mala Qinfu, A Lai, Zhang
Chengzhi, Huo Da, Ye Mei and so on. They are either written in Chinese or written in minority
languages. Their excellent works enrich the treasures of Chinese literature. If more minority writers' works are selected in the text, they will increase the national pride of pre-professional students and stimulate students' interest in learning. They will experience the endless charm of Chinese multi-ethnic culture.

In short, the preparation of Chinese teaching materials is complex system engineering. It requires the writer to accurately grasp the nature of the curriculum and the comprehensive understanding of the teaching objectives, which can reflect the writer's guiding ideology, choreography paradigm, literary field of vision, and aesthetic interest. As the current general-purpose teaching material for national preparatory Ethnic Minorities in universities, its status and influence are self-evident. We believe that in the process of teaching in the future, more colleagues will put forward insights and promote the construction of Chinese teaching materials for Ethnic Minorities Preparatory in colleges.

Conclusion

The teaching method, teaching syllabus, and teaching materials are the "three sets of vehicles"in school education. The teaching materials are particularly important. It is the result of the development and practice of teaching theory and directly affects the quality of teaching. The solution to the "appropriateness" of Chinese teaching materials for Ethnic Minority Preparatory will increase the current level of Ethnic Ministry Preparatory Course in Chinese Teaching.

References


