Research on the Innovation of Multicultural Education Mode in China’s Universities in the New Era

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Abstract—Nowadays, China’s higher education reform has stepped into a critical stage. Under this context, the concepts of quality-oriented education and humanistic education are proposed. Quality-oriented education and humanistic education are both the direction of the future development of higher education and the foothold of reform. At present, many domestic experts have proposed that the goal of university education in China should be based on improving students’ comprehensive quality. In the new era, China’s higher education should be developed in a diversified manner. Teachers should formulate scientific and operational teaching tasks and plans on the basis of fully understanding the needs of students. In this study, the author mainly discusses the innovative ideas of diversified education methods in colleges and universities in China, and strives to make breakthroughs in theoretical research, thereby contributing to the benign development of multicultural education.

Keywords—New Era, University Education, Multicultural, Research Situation

With the development of economy and society and the innovation of information communication means, the contemporary China is in a period of profound transformation. Local culture, foreign culture, monoculture, multiculturalism and other cultural forms constantly emerge with information as the carrier. At the same time, social phenomena and problems beyond the traditional cognitive horizon keep emerging, and the inherent cultural ice is gradually being broken. Especially under the impact of globalization, the spread of universal values in the West has led many people to question the Chinese tradition. They demanded that the monoculture be broken and replaced by multiculturalism. Among them, the first to suffer the impact is the colleges and universities that are at the forefront of ideas and academics. As the main battlefield of social thought, colleges and universities have always been an inevitable place of cultural conflict and communications. Whether monoculture or multiculturalism, they are multi-faceted. Excessive and one-sided emphasis on monoculture or multiculturalism is inevitably biased. The multiculturalism aims to change the exclusiveness or monoculture pattern, and it advocates multiculturalism with mutual benefits. In fact, the core of multiculturalism is to respect each cultural factor and to examine each cultural value objectively and fairly. Multiculturalism is one of the mainstream ideas in today's world, reflecting the pursuit of equality, freedom, inclusiveness and reciprocity of the world and mankind to a certain extent.

I. DEVELOPMENT OF MULTICULTURAL EDUCATION IN CHINA

A. Proposal of Multicultural Education

Research on multicultural education has always been an important research topic of Chinese education. With the study of Western multicultural education, the multicultural education was introduced to China. Many famous Chinese experts have carried out detailed and systematic studies on this educational method, and have elaborated on the concept of multiculturalism education. American scholar Karen put forward the multiculturalism in the Democracy and Furnace in 1915 and Culture and Democracy in 1924, but this idea was not widely concerned and recognized at the time. It was not until the 1950s and 1960s that this theory was re-studied and spread when the West advocated the diversification of national culture. The top priority of multiculturalism is given to emphasizing cultural equality while recognizing cultural differences. It holds that each culture shall maintain its independence and oppose measuring all cultures with one single standard. Chinese scholars hold a positive attitude toward this view. In China, the concept of multicultural education was applied to university education late. Many domestic schools have tried a little before the reform and opening up. However, due to historical and other objective reasons, the results are not ideal, with small coverage. After the reform and opening up and especially in recent years, the concept of multicultural education has been widely known.

B. Localization of Multicultural Education

Each country and each nation adopts a different approach to multicultural education, which leads to various forms of multicultural education. No matter which form is adopted, however, the localization traces in multicultural education are very clear. The Chinese tends to be conservative over foreign cultures, and the localization process is also longer. China is a multi-ethnic country, so the integration of different ethnic cultures has also been included in the study during the localization of multicultural education. Currently, the social culture spreads rapidly, it is not easy to help students develop a clear understanding of multiculturalism and maintain a scientific attitude by using a localization and efficient teaching form as guidance. Since the concept of multicultural education was introduced into China, many scholars have repeatedly demonstrated the feasibility of their localized application, and they have made bold innovations and attempts both in theory and in practice. As multicultural education can fully reflect the values of pluralism, it is of great benefit to improve national literacy to enable
people to better accept the advanced idea and experience different cultural heritages. The pace of globalization has become so overwhelming that it is no longer possible for the Chinese people to remain stuck in the same old rut. In addition, the development and growth of any country cannot be accomplished by its own strength. Therefore, going out has become a general trend. Only by strengthening the study of multiculturalism can Chinese people better move towards the direction of multiculturalism and internationalization. Above all, multicultural education also plays an irreplaceable role in promoting inter-ethnic integration.

Foreign multicultural education started earlier, and it has established a relatively complete educational thought and practical strategy after years of continuous improvement and development. Multicultural education has taken on a scale in many developed countries. Among them, multicultural education has become mature in the United States, the United Kingdom, and Japan. Their multicultural education has the similarities and differences. Through multicultural education, the United States instills in students the concept of equality. American scholars believe that students have equal rights to accept all cultural categories, and multicultural education is deemed as an educational reform movement that gives each student an equal chance of success. In the United Kingdom, the multicultural education is implemented for the purpose of meeting the cultural needs of the ethnic minority groups in the country, cultivating students’ cultural awareness and cultural accomplishment based on the multicultural education, and facilitating students to achieve self-improvement through absorbing its good educational value. In Asia, Japan is more inclusive of multiculturalism. Their educational philosophy is that the implementation of multicultural education may enable the ethnic minority children and immigrant children to have a more equitable learning environment and provide them with a better educational environment. In Japan, multicultural education has been instilled from childhood to their elementary, middle, senior schools and through college years. Their multicultural education respects the students’ own cultural characteristics, adopts a more moderate approach when carrying out multicultural education, and strives to achieve educational and teaching effects in a subtle way.

Although China’s multicultural education started relatively late, it has made great achievements in many aspects after years of growth and development. This is basically in sync with China’s national positioning and national development strategy. In China, the multicultural education is also based on the attitude of respecting national culture and foreign culture, and gradually promotes and steadily enhances the penetration of cultural education. Through multicultural education, students may experience different cultural atmospheres, promote exchanges and communication between different cultures, and learn from each other with an inclusive and scientific attitude.

II. FUNCTIONS OF MULTICULTURAL EDUCATION

Cultural diversity has become an objective pattern today. The emergence and development of multicultural education is a new understanding of education and diverse cultures. As the scope of multicultural education is further expanded, the educational functions of multiculturalism have become increasingly apparent with more abundant contents. The current multicultural education mainly has the following functions:

A. Educational Function of Fostering the Harmonious Development of Multiculturalism

In the context of globalization, communication collisions between different cultures are inevitable, but the complementarity and integration between different cultures is still the trend of the times. Multicultural education will certainly lead the trend of exploring and building a new system of world culture based on education. Therefore, multicultural education is of great significance to the cultural propaganda and exchanges between various ethnic groups. This education is permeated with the understanding, respect and communication of other ethnic cultures, so it is conducive to establishing an open and equal cultural concept and striking a dynamic balance between the unity and diversity of human culture. When promoting multicultural education, the Chinese shall abandon utilitarianism and nationalism in a narrow sense, and eliminate the external education’s social standard theory. At the same time, it is necessary to promote the harmonious development of diverse cultures as the main line of multicultural educational values and take the protection of cultural diversity as the goal.

1) Cultivating Cross-cultural Adaptability

Multicultural education is the main cornerstone for improving the intercultural adaptability of the younger generation. It advocates not only the inheritance, development and love of its own excellent culture, but also the cultivation of national prides based on national sentiments, as well as the acceptance and understanding of other cultures. By allowing students to feel the similarities and differences among different cultures, multicultural education is aimed at cultural cognition of ethnic characteristics and fostering ethnic sentiments. This process of multicultural education is a process of sentimental exchanges and sentimental dredging between the national culture and the world culture. As a result, the students can grasp the mainstream culture trend in the conflicts and collisions of multiple cultures, adjust their behaviors and ideas, and unconsciously build cross-cultural adaptability.

2) Establishing Awareness of International Cooperation

Cooperation and win-win is the criterion for the current internal exchanges, the application of which in the education sector is based on the premise of multicultural education. Globalization, cross-culture and cross-regionalism have become hot spots in academic cooperation. Multicultural education provides students with opportunities and platforms to properly treat and contact with foreign cultures, and trains them to view cultural differences with an inclusive attitude and a scientific approach. Based on the multicultural education platform, students shall be made to establish an awareness of international cooperation and achieve self-improvement, self-enhancement and self-sublimation through exchanges, cooperation, reference and development. In addition, students should establish the awareness of international cooperation, improve the quality of education from a strategic
III. INNOVATIVE DEVELOPMENT DIRECTION OF MULTICULTURAL EDUCATION

A. Localizing Study of Multicultural Education

How to make multicultural education fully function as cultural enlightenment in localized teaching is the original intention of introducing multicultural education into higher education. Therefore, colleges and universities should focus on studying the localization of multiculturalism teaching while promoting the multicultural education. Some of the ideas advocated by multicultural education are similar to the objective of Chinese higher education, but Chinese people should also put emphasis on the huge distinctions between different cultures. College students are in a critical stage of forming their life values. However, under the influence of multiculturalism, due to the deficient understanding ability and inadequate social knowledge, students are easily influenced and disturbed by some one-sided cultural factors. If handled improperly, this will cause the future development of the students; if handled properly, it will have a profound negative impact on the future development of the students. Therefore, it is essential to look at multicultural education from a scientific, objective and long-term perspective, exclude cultural factors that are not suitable for China’s national conditions, and try to take pains in the localization of foreign cultural elements. Besides, insistence on the localization study of multicultural education is the premise and foundation for multicultural education to develop in a healthy and orderly way.

B. Broadening the Cultural Horizons of Teachers

The majority of college and university teachers are the main body for the smooth implementation of education and teaching. Multicultural education is a complex systematic project, and the development of multiculturalism teaching has put forward higher requirements and norms for the majority of Chinese college and university teachers. Due to historical and objective reasons, the Chinese education system is relatively closed, and many teachers engaged in teaching work still have insufficient understanding of their own culture. When it comes to foreign culture, what is the proportion of teachers who are really familiar with the situation? The author has specifically conducted an investigation on this. Most of the teachers who specialize in multiculturalism teaching have never gone abroad, and they basically understand foreign culture through channels such as the Internet and books. It is difficult for them to develop a deep understanding of cultural connotation in this way of cultural touch, and many people remain in an ignorance state. If this is true for teachers who are engaged in professional teaching, how can Chinese people do a good job in multicultural education? This problem has become a major bottleneck restricting the smooth development of multiculturalism teaching. Until now, many teachers have not yet formed a clear understanding of multicultural education. In their view, multicultural education is to introduce foreign culture into education and teaching, and this teaching work is basically carried out through traditional teaching methods. Culture is a complicated complex, so it is difficult to achieve practical results only through simple textual expressions or conceptual explanations. At present, many schools have introduced multimedia and new media teaching methods into classroom teaching by means of micro class and MOOC, and remarkable results have been obtained. Besides the fact that the Chinese people shall maintain a clear understanding of multicultural education in terms of ideology, the innovation of teaching means is also a key link.

IV. CONCLUSION

For multicultural education, attention should be paid to both diversity and localization. Under the support of correct educational concepts and teaching methods, multiculturalism education will play an important role in improving students’ overall cultural quality and enhancing national cultural competitiveness. As an educator, the teacher should strive to explore the theoretical development of multicultural education and boldly innovate in practical applications. Only in this way can multicultural education develop continuously and healthily in Chinese colleges and universities.

REFERENCES