

Inheritance of Traditional Culture in Preparatory Language Education for Ethnic Minorities in Colleges and Universities

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Abstract: Language has always been an important educational course for the country to inherit traditional culture and carry forward the excellent spirit. It has trained students' expressive ability, deepened students' deep understanding and recognition of traditional Chinese culture, and has a far-reaching impact on the sustainable development of Chinese education. It is very necessary for ethnic minority students to learn preparatory language in college. However, the content of inheriting traditional culture in preparatory language curriculum has not been effectively developed. In the actual teaching process, most of the teaching focus is on the functional practicality of expression and expression, which is good for our excellent transmission. The inheritance of traditional culture is an oversight. Therefore, this paper mainly puts forward the necessity of inheriting traditional culture in minority preparatory language teaching in Colleges and universities, and analyses the basic shortcomings of minority preparatory language education in Colleges and universities, and puts forward some suggestions on integrating traditional culture, hoping to help minority preparatory language education inherit traditional culture.

1. Introduction

Language education runs through the main chain of education in our country, and has always been undertaking the important task of educating students' humanistic care. Students should not only learn the basic skills of listening, speaking, reading and writing, but also have enough perception of the culture around them, have certain aesthetic ability, and have humanistic care for the things around them. Chinese traditional culture is an important spiritual wealth, which contains the material and spiritual cultural connotations of the Chinese nation for thousands of years. Integrating traditional culture into Chinese education is conducive to the inheritance and development of traditional culture, and can enhance students' sense of identity and belonging to Chinese traditional culture. Therefore, preparatory Chinese education for ethnic minorities in Colleges and Universities It is necessary to combine traditional culture.

2. The Significance of Integrating the Preparatory Language Education of Ethnic Minorities into Traditional Culture in Colleges and Universities

(1) As far as minority students are concerned, the integration of traditional cultural significance into minority preparatory language education in Colleges and universities helps to enhance students' sense of identity with traditional Chinese culture. In the long history of the development of Chinese culture, Han culture and minority culture have been constantly exchanged and assimilated, drawing lessons from each other, and finally forming a harmonious situation of "beauty and common prosperity". However, due to the different cultural and regional environments, there are still some differences among the cultures of different nationalities. Under the tide of global economy, there are still some differences among the cultures of different nationalities. Western culture has a great impact on Chinese traditional culture. In order to strengthen the foundation and influence of Chinese culture itself, it is imperative to promote the protection and inheritance of traditional culture. Youth is the key period for students to develop their values. To have a better understanding of traditional culture in their study and a stronger sense of cultural identity of the

country will also become stronger and stronger. Therefore, the integration of traditional culture into the teaching of preparatory Chinese is very conducive to cultivating students' cultural self-confidence.

(2) As far as preparatory language education is concerned, the integration of traditional culture is conducive to improving the quality and influence of language teaching. Firstly, incorporating traditional culture can increase the depth and breadth of the content of Chinese teaching. The current teaching practice of Chinese course mainly lies in highlighting the instrumentality of listening, speaking, reading and writing, or a set of comprehension of articles. The template of writing ability is seldom involved in many deeper cultural understanding and cultural innovation. Chinese biography Unified culture is the important foundation of cultural identity and the premise of cultural innovation. It can greatly broaden students' knowledge and deepen their thinking depth by incorporating traditional culture into curriculum content, profound cultural connotations in traditional culture and various cultural contents, from astronomy and geography to human customs. Secondly, the integration of traditional culture is conducive to stimulating students' interest in language learning and giving full play to the role of language education in humanistic care and aesthetics. The humanism of Chinese education is strong. Students should not only learn how to express themselves, but also learn the humanistic care in society. Traditional culture has condensed the rich human and historical wealth of our country for thousands of years. They should learn the poetry, calligraphy and painting of traditional culture, experience the change of the author's mentality in the face of various life situations, and learn everyone's thoughts. It is advocated that training the depth and flexibility of thinking and learning traditional culture will play a very good role in training high-quality talents.

3. Current Basic Situation of Preparatory Language Education for Ethnic Minorities in Colleges and Universities

(1) The ethnic minority preparatory language education in Colleges and universities is mainly aimed at the transition from high school knowledge to university knowledge, most of which are basic content, and the content is dull and tedious. In the process of teaching, most of the course explanations are not flexible and flexible, students' learning is passive, their interest in natural learning is not strong enough, and the nature of learning is not strong enough. Quantity and efficiency are generally unsatisfactory. Moreover, in the examination and test of the preparatory Chinese course, it is difficult for students to feel the sense of gap in learning Chinese. Most of the students' scores tend to converge, and there is not much room for improvement. In the long run, students generally do not attach great importance to the study of the Chinese course. Therefore, there is still much room for progress in minority preparatory language education in Colleges and universities.

(2) At present, the ethnic minority preparatory language education in Colleges and universities also has some deficiencies in students' social adaptability and life aesthetic ability. In the face of the preparatory language course, students are more likely to use it as a test-taking tool, and seldom integrate it into their real life. In the after-school time, students seldom stop to brush their mobile phones to read a good book. In the fragmented information reception, students seldom can really improve their cultural elements. Literacy, let alone improve the aesthetic and thinking power of life, therefore, it is very inconsistent with the development of humanistic literacy in Chinese education. Preparatory Chinese course should also have more rich cultural life connotation.

(3) Preparatory language education for minority nationalities in Colleges and universities is not enough to inherit and develop the attraction of culture. As for the impact of the current world cultural trend, students can more easily and comprehensively understand the cultures around the world. Teenagers are sometimes prone to be imperceptibly influenced. This helps students broaden their cultural horizons, but it also helps them to broaden their cultural horizons. There are also cases in which students are deeply influenced, which is not conducive to the preparation of the soft power of our culture. Only by strengthening the inheritance of our traditional culture, improving the influence of our own culture, and integrating traditional culture into students' life and learning to a

greater extent, can we ensure the sustainable inheritance and development of our traditional culture.

4. Suggestions on Integrating Traditional Culture into Preparatory Language Education for Ethnic Minorities in Colleges and Universities

(1) Integrating traditional culture into preparatory Chinese education, we should pay attention to flexibility and diversity, and enhance students' interest in learning. The traditional culture of our country is so brilliant that in the basic Chinese teaching, combined with the extension from any angle, it can expand students' knowledge. Of course, it can also combine students' own professional knowledge to complement and benefit each other. Students' interest in learning is increased, and their motivation for learning is naturally stronger. It is very advantageous to improve the quality of language education in preparatory courses.

(2) In the process of integrating traditional culture, what is needed is the edification of humanistic knowledge. Integrating into traditional culture, students should not only recite a few poems, but also need to understand and output after in-depth study. Teachers can draw lessons from each other and integrate them when explaining Chinese courses, so as to help students understand the beauty and interest of life and Humanities in depth, and make deeper thinking and arrangement. These are important steps to integrate into traditional culture, not mere formality.

(3) In the process of incorporating culture, we can combine more examples in real life, such as the differences between Chinese cultural festivals and those of other countries, the influence of foreign festivals on the people's lives and the Chinese culture in our culture. All these help students to improve their cultural consciousness and self-confidence and enhance their traditional culture. Sense of identity.

5. Conclusion

College students' higher education is the combination of cultural quality education and humanistic quality education. Preparatory language education for minority nationalities in Colleges and universities is a very important part of it. Under the needs of international and national cultural heritage and development, integrating traditional culture will help to improve students' cultural level and Chinese language. Therefore, it is imperative for ethnic minority preparatory language education in Colleges and universities to integrate into traditional culture.

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