

Research on the Teaching Effect of Mixed Class Arrangement of People and Chinese in Colleges and Universities: Connotation, Implementation Process and Social Value

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Abstract

The teaching research of mixed classes in Colleges and universities includes four aspects: the raising of problems, the connotation, the implementation process and the social value. The connotation mainly discusses the concept, origin and function of mixed class teaching. Its function is to strengthen the education of national unity, improve the quality of training minority talents, and strengthen the cross-cultural adaptability of the learning adaptability of the students of the Min and Han Dynasties. Its implementation process is mixed management mode and mixed education teaching mode. Its social value plays an important role in promoting the sustainable development of ethnic education and ethnic areas, narrowing the educational gap in the western region, promoting social equity, and at the same time promoting the pace of poverty alleviation, as well as promoting the development of cultural integration.

Keywords

Mixed Classification; Implementation Process; Social Value.

1. Raising Questions

In 2005, Xinjiang issued the "opinion on strengthening preschool" bilingual "education for ethnic minorities", which proposed that all urban ethnic schools in Xinjiang should set up Chinese courses from the first grade of primary school within a few years. These policies have pointed out the development direction of bilingual education in Xinjiang. Significant results have been achieved in promoting the Joint School of people and Chinese, strengthening the training and construction of Chinese teachers, promoting the preschool education of ethnic minorities and the reform of bilingual teaching materials. However, in order to further promote the economic development of Southern Xinjiang, the key issue is to get rid of poverty in southern Xinjiang as soon as possible.

Since the 40 years of reform and opening up, with the great attention of the party and the government, China's ethnic education has undergone earth shaking changes and made remarkable achievements. With the implementation of the western development strategy, the Chinese population continues to move into southern Xinjiang, resulting in an increasingly mixed proportion of ethnic and Chinese students in Kashgar University. In order to enhance the understanding and integration among ethnic groups, colleges and universities in Xinjiang began to implement the mixed class teaching mode of ethnic Chinese. Promoting the deepening of reform and opening up, domestic colleges and universities began to transform and change. As the only normal university in southern Xinjiang, Kashgar university is not only a University of basic capacity-building engineering in Colleges and universities in central and Western China, but also the most Western University in China. Great changes have taken place in the school running characteristics, teaching and class management of this university. As a university in the most western ethnic areas of China, it has implemented the mixed class arrangement teaching mode of people and Chinese since September 2018.

2. Connotation of Teaching Effect of Mixed Classes of Ethnic Minorities and Chinese in Colleges and Universities

(1) The connotation of mixed class arrangement teaching between ethnic minorities and Chinese in Colleges and Universities

Kindergarten education first appeared in mixed classes. Children's mixed age classes are the basis of mixed classes in Colleges and universities. Through a large number of international literature in Yudu, we can draw a lot of descriptive terms about mixed classes, such as multi-age class, multi-grade class, also known as mixed age class, combination class and vertically grouped class [vertical class] there is a fundamental difference in the connotation between multi-age class and multi-level class. Multi age class is an educational measure to expand the interaction between young and older children, and multi-level class is a strategy to deal with the situation of insufficient number of children of the same age and unbalanced class size caused by low population birth rate, so as to obtain management and economic benefits. [1] "Mixed class refers to a class that is organized to teach a second language regardless of the differences of students' nationality, age, gender, learning purpose and other factors." [2] Sino Tibetan mixed class is to put the better Tibetan students and Chinese students in a class to live and study together. [3] The author believes that the teaching method of the mixed class is to teach in the form of the mixed class

(2) The origin of mixed class arrangement teaching between ethnic minorities and Chinese in Colleges and Universities

Before the emergence of public kindergartens, the standard classroom for children was a "classroom". Children of different ages were cared for by their parents in turn or by caregivers. This non professional public education institution closely related to the family played the role of parenting, which was the prototype of mixed classes. [4] Therefore, the mixed age class in nursery is the beginning of modern mixed class teaching mode. Research on the teaching of mixed classes in preschool education, such as Li Yuhong's (2009) research on listening teaching in mixed classes at zero starting point, discusses the listening teaching of students in mixed classes at zero starting point from the aspects of pronunciation, vocabulary, paragraph and culture teaching in listening teaching. The research on mixed class teaching in primary and secondary schools can follow the enrollment of high classes in Xinjiang and Tibet. In 1984, Zhejiang University took advantage of the existing conditions to create an environment for the pilot of the "talent education model".

With the guiding ideology of "basic science training for engineering students" and "high starting point, new content, strong ability and focus on cultivating creative desire", the mixed class of Zhejiang University was founded. [5] There is a big gap between the mixed class established by Zhejiang University at that time and the mixed class established by Kashgar university now in terms of learning methods, enrollment objects, enrollment conditions, enrollment methods, enrollment home work, teaching methods and management responsibilities, but their teaching objectives and training methods are the same.

(3) The function of teaching effect of mixed class arrangement between ethnic minorities and Chinese in Colleges and Universities

The social function is one of the functions of the mixed classes in Colleges and universities in ethnic minority areas. The mixed class of ethnic Chinese in Colleges and universities in ethnic minority areas is the leading to teaching mode of school teaching. It not only meets the educational needs of a specific period, but also opens up an effective way to run college education in ethnic minority areas. It not only meets the educational requirements of social diversity to a certain extent, but also further meets the fair development of society.

One of the functions of the mixed classes in Colleges and universities in ethnic areas is the function of multiculturalism. It emphasizes the cross-cultural communication and interaction between teachers and students and between students with language, characters and other cultural symbols. It is the understanding and application of cross-cultural collision and integration. The basic goal of the mixed class teaching mode in Colleges and universities in ethnic minority areas should be to cultivate qualified modern social builders and successors who adapt to the development of multiculturalism and have the knowledge, ability, attitude and values required by multicultural society. Under the multicultural background, the teaching mode of mixed classes of ethnic Chinese in Colleges and universities in ethnic minority areas should strive to make the educated respect cultural differences, tolerate cultural diversity, seek development in diversity, seek consensus in diversity and seek advantages in multiple choices. One of the functions of the mixed classes in Colleges and universities in ethnic minority areas is the function of individual development. It is an effective way to promote the individual development of students of all nationalities. For example, first of all, improve the national language level and ability of minority students. Secondly, improve the personalization and socialization of students of all nationalities. Thirdly, it improves the learning efficiency and stimulates its creative response. Finally, effectively improve the cooperation ability among students of all nationalities.

3. The Implementation Process of the Teaching Effect of Mixed Class Arrangement between Ethnic Minorities and Chinese in Colleges and Universities

The implementation process of the teaching effect of mixed classes between ethnic minorities and Chinese in Colleges and universities is divided into two modes: mixed management mode and mixed teaching mode. From the connotation of the teaching effect of the mixed class of ethnic Chinese in Colleges and universities, the manifestations of its implementation process are three aspects: strengthening the education of ethnic unity, improving the training quality of ethnic minority talents and strengthening the cross-cultural adaptability of ethnic Chinese students' learning adaptability.

(1) Management mode of mixed formation of civil and Chinese

To do a good job in national unity education, colleges and universities should first do a good job in mixed management education and mixed class teaching. The report of the 19th Congress of the Communist Party of China (hereinafter referred to as the "report of the 19th national congress") points out that "deepen the education of national unity and progress and forge the consciousness of the Chinese national community" [6], which puts forward new requirements for the "national unity" and its national work in the new era, and the cultural development of ethnic minorities as national unity should be "forge the consciousness of the Chinese national community" One of the important contents of. [7] The mixed management mode was implemented earlier than the mixed class teaching. The manifestation of the mixed management mode is the mixed accommodation of people and Chinese in Colleges and universities, which is arranged in proportion. Generally, the female dormitory is arranged for the students of the same college, and the number of boys is quite small compared with the number of women in Colleges and universities, Therefore, the arrangement of male dormitory is not the same college, but the cross form of colleges in the school. For example, the ratio of people to Chinese in female four room dormitory is 2:2, the ratio of people to Chinese in female six room dormitory is 4:2, and the ratio of people to Chinese in male dormitory is generally 4:2. In September 2018, all colleges and majors of Kashgar University began to implement the teaching form of mixed class. The teaching form of mixed class is that the proportion of people to Chinese in the same college and the same major is 1.5:1.

(2) Teaching management mode of mixed class arrangement between ethnic minorities and Chinese

The evaluation method of the mixed teaching mode is the assessment system. The assessment method of the students in the mixed class is the final examination. Its dimensions are divided into examination and examination courses. No matter which dimension is converted according to the 100 point system. Although the students of mixed classes of Chinese and ethnic minorities in Colleges and universities attend classes in the same class, study the same major and test the same papers in a certain proportion, their qualified scores are different, because the teaching mode of mixed classes has just been implemented, and most of the ethnic students come from local students in southern Xinjiang. Although they are all bilingual students, their Chinese level is not only unequal, And there is a certain gap in their basic knowledge level compared with Han students to some extent. The teaching and management mode of mixed classes between Chinese and ethnic minorities not only further strengthens the education of ethnic unity, but also promotes the fair development of education in ethnic minority areas and further promotes the fair development of society in ethnic minority areas.

Higher education is most directly responsible for the question of "who to train people, how to train people, what people to train". Answering this question is essentially to solve the problem of talent training quality. The core of the connotative development of higher education is to promote the improvement of talent training quality and enhance national independent innovation and core competitiveness with the revitalization of higher education. [8]one of the most effective ways to improve the training quality of ethnic minority talents is the mixed class teaching mode in Colleges and universities. In the knowledge-based economy, the world organization for economic cooperation and development (OECD) divides knowledge in modern economic life into the following four types: knowledge of what is, knowledge of why, knowledge of how to do, and knowledge of who is [9] Knowledge is the combination of values and methodology and the crystallization of political, economic, social life and cultural inheritance and innovation. American essentialism educators deeply pointed out that if education abandons strict standards and does not provide effective encouragement for the efforts necessary for learning, many people will waste their ten years in school One belt, one road, two years ago, found that its benighted ignorance and lack of basic training are increasingly seriously adversely affected by [10]. With the acceleration of the construction pace and the continuous growth of the demand for high-level talents in Xinjiang, it can provide talents needed by ethnic minority areas. It can cultivate high-quality modern people. For example, through the author's observation, it can not only promote the adaptability of ethnic minority students, but also expand their employment scope. Therefore, it can improve the quality of the whole ethnic minority population in ethnic minority areas and further promote the development of ethnic minorities Economic development in ethnic minority areas.

The teaching of mixed classes in Colleges and universities is the cross-cultural adaptability to improve the learning adaptability of Chinese students. It is not only the problem of learning adaptability of students in mixed classes, but also the problem of cross-cultural adaptability. The cross-cultural adaptability of learning adaptability is reflected in four aspects: campus culture, classroom teaching culture, teacher-student culture and student culture.

4. Social Value of the Teaching Effect of Mixed Class Arrangement between Ethnic Minorities and Chinese in Colleges and Universities

As an important measure to promote the synchronous development of ethnic education, realize educational equity and improve the overall quality of ethnic education. The teaching form of mixed classes of people and Chinese in Colleges and universities plays an important role in promoting the sustainable development of ethnic education and ethnic areas, narrowing the

educational gap in the western region, promoting social equity, promoting the pace of poverty alleviation and promoting the development of cultural integration.

(1) Narrow the gap of balanced development of education and promote social equity with educational equity

Educational equity is the premise of both social development and social equity. It is not only the most effective way for China's ethnic areas to basically realize a well-off society in 2035, but also an important part of China's overall power of higher education in 2050. At present, the development of higher education has become an important way to promote social equity and social and economic development. Minority higher education is an important part of China's higher education development strategy. It is a major issue related to national stability, national development and the rejuvenation of the Chinese nation. The development of ethnic minority areas in Xinjiang is related to the overall situation of China's social development. Without the security of ethnic minority areas in Xinjiang, there will be no national security. Without the development of higher education in ethnic minority areas in Xinjiang, there will be no development of national education. [11] As a minority university in the western region, it is an effective way to promote minority higher education to implement the mixed class arrangement of people and Chinese.

The teaching form of mixed classes between Chinese and Chinese promotes the optimization of teaching quality in Ethnic Minority Colleges and universities, promotes the development of education quality in Ethnic Minority Colleges and universities, helps to narrow the education and teaching gap in Colleges and universities and promote educational equity. Educational equity is the embodiment of social equity in the field of education, which is reflected in citizens' equal right to education, fair enjoyment of public educational resources and equal treatment in the process of education. It is not only an important basis for the establishment of equal social relations between people, but also an important way for educational equity to promote social equity. [12] Under the guarantee and guidance of various laws, plans and policies, such as the constitution, the law on regional ethnic autonomy, the outline of the national medium and long-term education reform and development plan (2010-2020), the decision of the State Council on accelerating the development of ethnic education, and the labor division plan for the 13th five year plan for the development of the national language and writing industry, China's ethnic minority areas have developed rapidly in the use of the national common language for education and teaching. Only by fully understanding the importance of the mixed teaching form of ethnic and Chinese in Colleges and universities in ethnic minority areas can we pay more attention to and improve the research on the effect evaluation model of mixed teaching in Colleges and universities, better use the evaluation model to judge the effect of its teaching form and diagnose its problems, Further promote high-quality education and teaching of mixed class arrangement of people and Chinese in Colleges and universities.

(2) Improve the quality of ethnic minority population and promote economic development in ethnic minority areas in the form of education to get rid of poverty

The four prefectures in southern Xinjiang are one of the deep poverty areas at the national level. The key to getting rid of poverty as soon as possible is the development and utilization of human resources. Poverty alleviation through education can solve this thorny problem. According to the data of China National Statistical Yearbook 2016, the population of ethnic minorities continues to increase, reaching 117 million, accounting for 8.54% of the national population. Improving the quality of ethnic minority population through the development of ethnic education is an important part of China's educational development. As of 2017, there were about 29.08 million ethnic minority students in schools at all levels, accounting for 10.25% of the total number of students in China. [13] It can be seen that the form of targeted poverty alleviation through efficient education can promote the sustainable economic development of

ethnic minority areas. The efficient mixed compilation of people and Chinese is another form of educational poverty alleviation.

Education determines the future of a country and nation and is the most fundamental cause of a nation. Poverty alleviation through education is the fundamental strategy for poverty alleviation. It is not only an important goal of poverty alleviation, but also a strong support for poverty alleviation. The ultimate solution to this problem lies in the localization and endogeneity of talent training. In addition to recruiting talents and carrying out economic, technical, cultural and talent exchanges with developed regions, we should also vigorously develop education in ethnic areas. Therefore, in ethnic minority areas, we must adhere to the guidance of education in economic development, cultivate management and scientific and technological talents who can stay and do well, and can not let education become the bottleneck of economic development in ethnic minority areas. [13] The mixed class arrangement of ethnic Chinese in Colleges and universities provides an effective teaching model for improving the quality of ethnic minority population. By promoting the quality of ethnic minority population and cultivating a large number of talents in southern Xinjiang, we can improve the overall quality of the population in ethnic minority areas and speed up the development of ethnic education, so as to turn the population pressure into huge talent potential.

(3) Promote in-depth cultural exchanges and national unity, and move towards multiculturalism in the form of cultural integration

Since the 18th CPC National Congress, the mutual exchange and integration of multiculturalism has become a pursuit of consensus value. At present, Kashgar university has changed the teaching model of separate classes of people and Chinese into the teaching model of mixed classes of people and Chinese. It is the basis of promoting the harmonious development of China's multiculturalism. In order to achieve the purpose of cultural integration, it is an important way to build a cross-cultural communication platform and create a multi-cultural integration environment.

The author believes that the mixed class arrangement teaching mode of ethnic Chinese in Kashgar university is to further strengthen the exchange of national culture. Less effort has been made at the level of national unity. It can promote the effective interaction of multi-ethnic culture and promote college students to be more open and diversified. With China's reform and opening up in the past 40 years, groups in relatively isolated different cultural backgrounds have experienced great migration, collision and integration, and cultures at different levels are facing great collision. Coupled with China's multi-cultural pattern for thousands of years, China has formed a multi-cultural phenomenon of "performing and competing on the same stage" which is more colorful than western society. It can be said that cultural diversity has become one of the themes of the development of ethnic education in ethnic minority areas, and has also become an important reference basis for the improvement of bilingual students' cross-cultural ability and the reform of practical education ideas. [14] At the same time, the fundamental way to strengthen national unity in the border areas is to promote national cultural integration, because "to strengthen the great unity of the Chinese nation, the long-term and fundamental thing is to enhance cultural identity". [15] Through observation, the author can find that while implementing the mixed class arrangement teaching mode of people and Chinese, we should strengthen the consideration of Ethnic Students' cultural consciousness, promote the cultural integration of ethnic groups in Colleges and universities and lay a solid foundation for multiculturalism through key education and management.

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