

Research on Minority Language Teaching under the Background of New Liberal Arts Construction

Dan Mu^{1,2}

¹Jining Normal University, Jining, China;

²Graduate University of Mongolia, Ulan Bator, Mongolia.

Abstract

Nowadays, there are still some problems in the teaching of minority languages, such as lack of teachers, lack of motivation for students to learn, unreasonable curriculum, insufficient learning resources and cultural identity. In order to solve these problems, a series of measures need to be taken, such as strengthening the training and career development support for minority language teachers, increasing the opportunities for students to contact minority languages, optimizing the curriculum, providing better learning resources, and paying attention to the problem of cultural identity, in order to stimulate students' learning interest and motivation. With the advancement of the construction of new liberal arts, minority language teaching will also face more opportunities and challenges. In the future development, it is necessary to further explore and innovate teaching methods to improve teaching effect and students' learning motivation. At the same time, it is necessary to strengthen the protection and inheritance of ethnic minority languages and cultures to promote their development and prosperity.

Keywords

New liberal arts; Minority language; Language teaching.

1. Introduction

The construction of new liberal arts is an important direction of China's education reform at present, aiming at promoting the diversified and personalized development of education and strengthening the interdisciplinary and integration. Under the background of new liberal arts construction, minority language education is also facing new opportunities and challenges.

On the one hand, the construction of new liberal arts provides more opportunities for the development of minority language education. The construction of new liberal arts emphasizes the integration and crossover of disciplines, which provides more space for the development of minority language education, so that minority language education can be better integrated into various disciplines and better meet the needs and interests of students. For example, combining ethnic minority languages with art subjects such as music and dance can promote students' knowledge and understanding of ethnic minority cultures, as well as increase students' interest and enthusiasm in learning ethnic minority languages.

On the other hand, the construction of the new liberal arts also brings some challenges to the minority language education. The construction of new liberal arts emphasizes comprehensive quality education and innovative ability cultivation, which requires that the minority language education must pay more attention to the actual needs and learning effects of students, and pay more attention to the cultivation of students' comprehensive ability and innovative ability. At the same time, the construction of new liberal arts also requires that the minority language education must pay more attention to the innovation of teaching methods and means, adopt more flexible teaching methods, improve the teaching effect and students' learning enthusiasm.

Therefore, there is a close relationship between the construction of new liberal arts and the education and teaching of minority languages, so it is necessary to strengthen exchanges and cooperation and jointly promote the development of minority language education. Under the background of the construction of new liberal arts, we should pay attention to the innovation and development of minority language education, strengthen the construction of teachers, improve the teaching quality and teaching effect. At the same time, we should also strengthen the research and exploration of minority language education, explore more suitable teaching methods and means for minority students, and provide more scientific and effective support and guarantee for the development of minority language education.

2. New Liberal Arts and minority language teaching

The construction of new liberal arts is one of the important directions of education reform, aiming at promoting the development of interdisciplinary, comprehensive quality education and talent training.

With the development of the new liberal arts, the importance of national language teaching is becoming more and more prominent. First of all, ethnic language is an important part of China's fine culture and a precious heritage of the Chinese nation. Through ethnic language teaching, ethnic culture can be inherited and carried forward, the unique charm and value of ethnic culture can be known and recognized by more people, and the national cohesion and sense of identity can be strengthened. Secondly, ethnic language teaching can promote the economic and social development of ethnic minority areas. The economic and social development of ethnic minority areas is relatively backward, and ethnic language teaching can improve the language ability and cultural literacy of local residents, enhance their employment competitiveness and creativity, and promote the development and progress of local economy and society. Thirdly, ethnic language teaching is helpful to promote educational equity. Due to historical reasons and unbalanced social and economic development, educational resources in ethnic minority areas are relatively scarce, and there is a big gap between ethnic minority students' language ability and cultural accomplishment. Through ethnic language teaching, ethnic minority students can be provided with more equal and high-quality educational resources, narrow the education gap and realize educational equity. Finally, ethnic language teaching can also help promote the development of multi-culture. China has 56 ethnic groups, each with its own unique language and culture. Through ethnic language teaching, the communication and understanding between different ethnic groups can be enhanced, the integration and development of diverse cultures can be promoted, and the diversification and prosperity of Chinese culture can be promoted.

To sum up, ethnic language teaching plays an important role in the construction of the new liberal arts, and plays a positive role in promoting the inheritance of ethnic culture, promoting the economic and social development of ethnic minority areas, realizing educational equity and promoting the development of multi-culture.

3. Existing Problems

3.1. Lack of teaching staff

Nowadays, when the construction of new liberal arts is advocated, the shortage of teachers is a common problem in minority language teaching. The root cause of this problem lies in the narrow range of minority language use, leading to the recruitment and training of minority language teachers are difficult.

First of all, minority languages are used in a narrow range. Ethnic minority languages refer to the languages spoken by ethnic minorities in China except Chinese. Due to the narrow range of

minority languages, many people do not use these languages in their daily life. As a result, the demand for education in minority languages is relatively small and there is a scarcity of talent in this field; Secondly, educational resources are insufficient. As the market for minority language education is small, minority language education resources are relatively few in many areas. Schools in some areas do not have special teachers for minority languages, nor do they have corresponding textbooks and teaching resources. This makes both teachers and students engaged in minority language education face the problem of insufficient educational resources; Finally, the treatment and career development opportunities of minority language education are relatively poor. As the market for minority language education is small, the treatment and career development opportunities for minority language teachers in many regions are relatively poor. Compared with teachers of other disciplines, ethnic minority language teachers generally have lower salaries and welfare benefits, and lack corresponding career development opportunities. This makes many people reluctant to engage in minority language education.

To sum up, due to the narrow scope of minority language use, insufficient educational resources and relatively poor treatment and career development opportunities of minority language education, the minority language teaching in today's advocacy of the construction of new liberal arts is in short supply of teachers. In order to solve this problem, a series of measures need to be taken, such as strengthening the training and career development support for minority language teachers, improving their teaching level and teaching ability, while increasing their salaries and welfare benefits, so as to attract more talents to work in this field.

3.2. Students lack motivation to learn

Nowadays, when the construction of new liberal arts is advocated, the lack of learning motivation of students is a common problem. The root cause of this problem is that the minority language is used in a narrow range, students may think that learning this language is not very useful, and thus lack the motivation to learn.

First of all, there is a lack of opportunities for practical use. Due to the narrow range of minority languages, students have few opportunities to use these languages in their daily life. As a result, students may think that learning the language is not of much use, and thus lack the motivation to learn. Compared with other subjects, the learning effect of minority language teaching may be slower, which will affect students' learning motivation to some extent. Secondly, there are insufficient learning resources. Because minority languages are used in a narrow range, learning resources may be limited. Schools in some areas may not have enough textbooks and teaching resources, which will also have a certain impact on students' motivation to learn. If students feel that they do not have access to enough learning resources, this will affect their motivation to learn; And finally, cultural identity issues. In the teaching of minority languages, the problem of cultural identity needs to be taken into account. Students may feel that their cultural identity is not respected, resulting in a lack of motivation to learn. If teachers do not convey minority cultures and values well, students will feel less interested and motivated.

To sum up, due to the lack of practical application opportunities, unreasonable curriculum Settings, insufficient learning resources and cultural identity problems, the minority language teaching in today's advocacy of the construction of new liberal arts students lack of learning motivation. In order to solve this problem, a series of measures need to be taken, such as increasing the opportunities for students to contact minority languages, optimizing the curriculum, providing better learning resources, and paying attention to the problem of cultural identity, in order to stimulate students' learning interest and motivation.

3.3. Unreasonable curriculum setting

Nowadays, when the construction of the new liberal arts is advocated, the unreasonable curriculum is a common problem. The root cause of this problem lies in the lack of

understanding of minority language teaching in some schools, which leads to the unreasonable curriculum.

First of all, minority language teaching is set up as a separate course. Some schools offer minority language teaching as a separate course rather than integrating it into other subjects. Such a curriculum may affect students' motivation by making them feel less interesting. At the same time, the purpose for students to learn a minority language may not be to learn the language itself, but to better understand and understand the culture and traditions of the minority. Therefore, integrating minority language teaching into other subjects may be more in line with the needs of students. Secondly, the curriculum lacks practical application scenarios. Due to the narrow range of minority languages, students have few opportunities to use these languages in their daily life. Therefore, the curriculum setting of minority language teaching should pay more attention to the setting of practical application scenarios, so that students can better understand and use these languages in the learning process. If the curriculum is lacking in practical application scenarios, students may think that learning the language is not very useful and thus lack motivation to learn it; Then, the curriculum lacks cultural significance. The teaching of minority languages should not only be about teaching language knowledge, but also an important way to pass on minority cultures and traditions. If the curriculum lacks cultural significance, students may think that there is not much point in learning the language and thus lack motivation to learn. Therefore, the curriculum setting of minority language teaching should pay more attention to the setting of cultural significance, so that students can better understand and understand the culture and tradition of ethnic minorities; Finally, lack of targeted curriculum there are differences between different minority languages, and different students have different learning difficulties and content. Therefore, the curriculum setting of minority language teaching should be more targeted, with different course content and difficulty set according to different students and languages. Without a targeted curriculum, students may think it is too difficult to learn the language and thus lack motivation to learn.

To sum up, the lack of understanding of minority language teaching in some schools leads to unreasonable curriculum setting, including problems such as setting minority language teaching as a separate course, curriculum setting lacking practical application scenarios, lack of cultural significance and lack of targeted curriculum setting. In order to solve this problem, a series of measures need to be taken, such as integrating minority language teaching into other subjects, paying more attention to the setting of practical application scenarios and cultural significance, and setting different course contents and difficulties according to different students and languages, so as to improve the pertinence and practicability of curriculum setting.

4. Teaching methods

Minority language teaching methods are closely related to the new liberal arts. In advocating the construction of new liberal arts today, minority language teaching should also make positive contributions to the construction of new liberal arts by innovating teaching methods, improving teaching effect and students' learning motivation.

4.1. Diversified teaching methods

In the context of the construction of the new liberal arts, minority language education needs to adopt diversified teaching methods in order to improve students' learning interest and participation.

First of all, oral teaching. For some languages passed down orally, oral teaching can be adopted. Teachers can help students gradually master the basic elements of pronunciation, intonation, grammar and so on through teaching and demonstration, so as to improve their oral expression ability. Secondly, reading and writing. For some written languages, reading and writing can be

used to teach. Teachers can select texts and articles of appropriate difficulty for students to read and understand, so as to improve their reading ability and cultural literacy. At the same time, teachers can improve students' writing ability and expression ability through writing training; Then, multimedia teaching. Multimedia teaching is a new way of teaching. It can adopt many forms, such as picture, sound and animation, to make the learning content more vivid and interesting. Teachers can use multimedia teaching software and equipment, show the characteristics of national culture and language, improve students' interest in learning and participation; Finally, teaching with games. Game teaching is a way of teaching through lively activities, which allows students to learn language and culture in a relaxed and happy atmosphere through the form of games. Teachers can design a variety of games, such as guessing words, matching and jigsaw puzzles, so that students can learn and master language knowledge and skills in the games.

To sum up, ethnic minority language education needs to adopt diversified teaching methods to adapt to different language characteristics and students' needs. Teachers can combine various teaching methods flexibly according to the actual situation, improve the teaching quality and effect, so that students can better grasp and use the ethnic language.

4.2. Vivid and interesting teaching content

In the context of the construction of the new liberal arts, the teaching of minority languages needs to pay attention to vivid and interesting teaching content to attract students' attention and interest.

First, traditional cultural stories. Ethnic minorities have rich and colorful traditional cultures. Teachers can select some representative cultural stories and tell them to students. These stories can contain rich ethnic cultural connotation and historical background, so that students can understand and recognize the unique charm and value of ethnic culture; Secondly, the performance of national Musical Instruments. Minority Musical Instruments have unique musical styles and expressive force. Teachers can invite professional performers to explain and demonstrate the playing skills and characteristics of ethnic Musical Instruments, so that students can understand and appreciate the charm of ethnic music. Ethnic dance performance. Ethnic dance is an important part of minority culture. Teachers can invite professional dancers to perform and teach ethnic dance, so that students can understand and learn the basic movements and skills of ethnic dance and feel the unique charm of ethnic dance. Ethnic handicraft production. Minority handicraft making has a unique artistic style and skills. Teachers can invite professional craftsmen to explain and demonstrate the process and skills of minority handicraft making, so that students can understand and learn the basic methods and skills of minority handicraft making.

To sum up, ethnic minority language teaching needs to focus on vivid and interesting teaching content to attract students' attention and interest. Teachers can flexibly choose and combine various teaching contents according to students' characteristics and actual situation, so that students can learn and master ethnic languages and cultures in a pleasant atmosphere.

4.3. Evaluation methods for the innovation of minority language teaching

Under the background of the construction of the new liberal arts, the minority language teaching needs to adopt innovative evaluation methods to comprehensively evaluate the language ability and cultural accomplishment of students.

First of all, the display of works. Work display is a lively and interesting evaluation method, which allows students to give full play to their creativity and imagination, and show their language ability and cultural literacy. Teachers can ask students to make a variety of works, such as poems, novels, manuscripts, paintings, etc., to demonstrate their language ability and cultural understanding; Secondly, oral expression. Oral expression is an important language

ability. Teachers can use group discussion, speech contest and other ways to let students have oral expression training, evaluation of their language expression ability and thinking ability; Then, project research. Project research is an evaluation method of comprehensive quality education that allows students to learn and master language and cultural knowledge in practice. Teachers can ask students to choose an ethnic culture project for research and investigation to evaluate their research ability and cultural understanding; And finally, a learning journal. A learning journal is a reflective evaluation method that allows students to record and reflect on their own learning situation and experience, and evaluate their self-management and learning attitude. Teachers can ask students to write learning journals regularly to evaluate their learning effect and self-cognition ability.

To sum up, ethnic minority language teaching needs to adopt innovative evaluation methods to comprehensively evaluate students' language ability and cultural literacy. Teachers can flexibly choose and combine various evaluation methods according to the characteristics and actual situation of students, improve the accuracy and effectiveness of evaluation, and promote the all-round development of students.

5. Conclusion

There is a close relationship between the construction of new liberal arts and minority language teaching. The implementation of the new liberal arts policy aims to promote the reform of higher education teaching, improve the quality of personnel training, and train well-developed talents to meet the needs of social development. The minority language teaching, as an important teaching content, also needs to be better developed under the background of the new liberal arts. The construction of the new liberal arts advocates "one specialty and multiple abilities" and emphasizes the integration of interdisciplinary and cross-disciplinary disciplines, which provides a broader space for the development of minority language teaching. At the same time, the construction of the new liberal arts also raises people's awareness of and attention to multi-culture, and promotes the popularization and promotion of minority language teaching. Therefore, the construction of the new liberal arts and the teaching of minority languages can promote each other and jointly promote the development of education. In a word, minority language teaching plays an important role in advocating the construction of new liberal arts today. We need to work together to solve the existing problems, promote the development of minority language education, and make due contribution to the construction of multi-culture of the Chinese nation.

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