Analysis on the Main Challenges and Countermeasures of Minority Education in Colleges and Universities

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Abstract: Minority education in colleges and universities faces many challenges from two levels: school and students. This paper combs the problems existing in minority education in colleges and universities, and puts forward that on the basis of strengthening the sense of community of the Chinese nation, we should adapt to the educational requirements of the new era, achieve the purpose of improving the quality of education, better serving the social development, and realizing the personal value.

Keywords: Colleges and Universities; Minority education; Challenges; Response

In recent years, China has gradually increased its investment in education, and since the 18th National Congress of the Communist Party of China has placed education in an important position of giving priority to development, and vigorously advocated and supported the development of education in ethnic minority areas. In 2019, the CPC Central Committee and the State Council issued “China’s Education Modernization 2035”, explicitly proposing to “raise the level of national education development”. In the new era of profound changes in the social structure of the Internet and the development strategy of Belt and Road put forward by China, the educational outlook of minority areas has been greatly improved, and national education has ushered in new opportunities and challenges. The author believes that the national education in colleges and universities in ethnic areas can better

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meet the requirements of education in the new era, improve the quality of education, better serve the development of society and realize personal value.

I.Issues Raised

A. National Education

Since the 1950s, the research trend of national education has been increasing year by year. During the 1980s and 1990s, the concept of “national education” has been discussed more, so far there is no conclusion. Among the more representative views, one is that ethnic education in China refers to the education of 55 ethnic minorities except the Han nationality, the other is that ethnic education refers to the educational ^[1] in ethnic areas. “China Encyclopedia Education Volume” holds a second view with Mr. Hu Dehai. The above two mainstream views believe that the object of ethnic education should be ethnic minority groups. In this sense, ethnic education is also minority education.

The study of national education also presents a pluralistic trend. Generally speaking, most of them are analyzed from the aspects of Marxist theory, multiculturalism education theory and national identity theory. In recent years, there have also been articles from the perspective of ethnology and anthropology, and many scholars have paid attention to the related problems of educational fairness and educational quality in ethnic areas.

B. On Modernity National Education

In his 1990 essay ,” Some Issues on the Education of Ethnic Groups in China “, Mr. Hu Dehai clearly expounds the problems of several levels of ethnic education, and puts forward the view that ethnic education is first and foremost education in ethnic areas. Nowadays, the connotation of national education has changed profoundly, so we should understand national education dynamically. In order to take care of our national education from the present, we must first consider the problem of the times of education, and we must see clearly the reality overall level of Chinese national education has been greatly improved.

1. the modernity of national education and the inheritance and development of Chinese traditional culture.

Modernity is relative to tradition. The modernity of education is to bring education into the examination. Inheriting and developing excellent traditional culture is the mission of national education. At the same time, we should fully realize the characteristics of education given by the times and deal with the relationship between modernization and tradition.

Traditional culture is a historical and cultural accumulation for thousands of years. Traditional

culture plays a great role in national education. It is the foundation of national education and has a great influence on the form and content of national education. The inheritance and development of national education to traditional culture is carried out actively and introspectively, not indiscriminately and passively. The modernity of national education is to fully realize the actual situation of the development of national education in modern society and dialectically and dynamically complete the inheritance and development of Chinese culture.

2. Modernity National Education

In the autumn of 1988, Mr. Fei made a speech at the Chinese University of Hong Kong entitled “The Pluralism of the Chinese nation”, and put forward the theory of “Pluralism of the Chinese nation”. In the new era today, the exchanges and exchanges of all ethnic groups has already formed a pattern, that is “you have me and I have you”, or it can be called you and I exist in a same object. And at the same time, it has formed a highly integrated new era of the Chinese nation community. Modern national education is to firmly establish the sense of the destiny community of the Chinese nation, deeply agree that the traditional culture of all nationalities is an important part of the traditional culture of the Chinese nation. The traditional culture of national education inheritance and development is not only the common culture of the Chinese nation, but also the culture of each nation.

Based on this, this study intends to explore the existing typical problems of minority education in colleges and universities, explore the development of “one-in-one pluralistic” modern national education in order to seek the promotion path of ethnic education in colleges and universities. And then for the new era of ethnic education optimization and development to provide reference.

II. Challenges for ethnic education in colleges and universities

Since the founding of the people’s Republic of China, the Party and the government have attached great importance to the cause of ethnic education, tilted from the public resources of education, protected the culture and writing of ethnic minorities, vigorously promoted compulsory education to improve the quality of the population in ethnic areas, and trained many ethnic minority talents. Although this series of measures has greatly improved the appearance of minority education, minority education still faces many challenges because of its own historical problems.

A. From the school level, there are generally problems of insufficient individualization of talent training programs and insufficient specialization of counselors. As follows:

1. There exists the support of the regional economic development of the subject setting and the minority students’ place, and the student employment linkage is not enough, and the university is

facing the challenge of perfecting and individualized training scheme. Minority students are relatively more willing to return to the source of employment, become the minority areas can be used, stay in the talent, the local economic development of greater support. From this point of view, it is very important to combine the employment of ethnic minority students and the economic development of ethnic areas and the training program of individualized minority students.

2. Lack of a more sound team of counselors to carry out the education of ethnic minority students. Counselors, who plays an important role in guiding students' psychology, have a very close relationship with the students. At present, although there are a certain number of minority teachers in colleges and universities in minority areas, the pertinence and professionalism of their work are not enough. Colleges and universities should further comb the actual work, carry out professional and targeted training and education, and enhance the professional level and ability of counselors to carry out the work of minority students.

B. From the level of minority students, there is a situation that the overall cultural foundation of students is weak and the family economy is relatively difficult, which leads to insufficient self-confidence and unsatisfactory learning effect.

1. Because of the differences of national culture, different languages, relatively poor educational foundation, relatively closed growth environment, minority students in the process of cultural adaptation, or "self-limiting" leading to communication difficulties, or blind negation of foreign new things to protect individual psychology. It is difficult to integrate into large groups and adapt to fast-paced urban life.

2. Compared with the Han students, they cherish the hard-won higher education learning opportunities, but because the educational foundation is generally relatively poor, a few students still have Chinese reading and understanding obstacles, resulting in poor learning results and negative learning problems.

3. The family economic ability is poor, after the minority nationality student enters the university big collective, the freshman affairs and the study demand need more financial support, when the psychological demand and the economic ability form the contradiction, There is a problem of lack of self-confidence due to poor living conditions.

4. Influenced by the national concept, minority families promote civil servants, prefer minority students to be admitted to local units, choose stable units for employment, there are narrow employment, employment concept is not open enough.

III. Countermeasures to Solve the Problem of Minority Education in Colleges and Universities

Based on the above discussion, the author thinks that on the basis of firmly establishing the understanding of the Chinese nation community, we should deeply integrate the modernity and nationality of education, and inherit and develop national education in the Chinese nation community. In order to solve the current problems of minority education in colleges and universities.

1. Strengthen the education of the community of the Chinese nation, let every minority student deeply remember that he is a member of the Chinese nation, his own nation is a part of the Chinese nation, the culture of the Chinese nation contains the culture of 56 nationalities, the Chinese nation is “one “.From the establishment of national education self-confidence in colleges and universities to the establishment of more firm national cultural self-confidence by minority students, the real realization of the Chinese culture in colleges and universities, and the establishment of modern national cultural concepts in the exchange and exchange of exchanges, To realize the deep integration of nationality and education, to cultivate better national talents.

2. Minority education in colleges and universities should take the road of endogenous development. Schools should actively strive for development space, mobilize all forces to take the road of endogenous development of education, and realize the fundamental transformation of minority education development from “want me to develop” to “I want to develop “, and then to” I can develop “^[2]. Schools should do more to strive for various forms of quality educational resources. First, we should strive for the support of people and property at the national and local levels, strive for the development of hardware for schools, and improve the conditions for running schools; second, we should actively contact high-quality university educational resources for exchange and assistance, learn from advanced educational concepts, personnel training and management services, gradually establish and improve the modern governance system and improve the level of running schools; and third, we should thoroughly study and judge the needs of local economic development, rationally plan discipline construction, improve national talent training programs, train talents who meet local needs, and achieve a win-win situation in terms of student employment, local economic development and school running.

3. Scientific and reasonable planning of campus culture construction, for the deep integration of the nation to provide good external conditions. The excellent culture of the Chinese nation is the common culture of all nationalities ,56 nationalities advocate truth, goodness and beauty, praise optimism, self-confidence, help others and other excellent qualities, criticize sinister, stingy and evil defects. These are the foundation of campus culture construction and promote common social values. In

addition, compared with the Han nationality, there are many ethnic minorities in our country who can sing and dance well. Song and dance culture plays an important role in the growth of ethnic minority students, which can provide more opportunities for activities and stage performances, so that ethnic minority students can find opportunities to show themselves. At last, it will deepen the integration of the nation.

4. Improving the system of full-time counselors, education throughout the whole process of students' learning. Full-time counselors in colleges and universities should not only have the ability to find out the psychological discomfort of minority students in time, but also use appropriate working methods to win the respect of students with respect and tolerance, promote the work of student management and service smoothly, and help minority students integrate into collective life and establish confidence. Therefore, full-time counselors need to systematically train in professional knowledge, personal accomplishment and national culture.

5. Further improve the logistics support mechanism for minority students. Respect the differences of life customs of ethnic minority students, set up diversified canteen dishes, set up student dormitory, and express concern during major national festivals. To improve the system of scholarships, bursaries and part-time study for ethnic minority students, while helping them successfully complete their studies, we should pay attention to cultivating students' consciousness of self-reliance and stimulating their initiative and enthusiasm in learning.

6. Doing a good job of career planning for minority students. Minority students generally lack clear and systematic personal career planning, and feel at a loss about what kind of life to lead after graduation. The school should analyze the actual situation of minority students, classify and carry out career planning education in stages, gradually guide students to realize the importance of career planning, and help students to determine clear development goals and employment plans.

Conferences

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