

Research on the Teaching Mechanism of Minority Literature

Zhongxu Zhang¹, Ruiyuan Feng^{2, *}

¹. School of Chinese Language and Literature, Chifeng University, Inner Mongolia Autonomous Region, 024000, China

². Chinese Center for Health Education, Beijing 100001, China

* xiaojinxiaoyin@163.com

Abstract. From the perspective of the "literacy" and "historical writing" movements, the establishment and teaching of Chinese minority literature disciplines, on the one hand, embodies the national policy of national equality in New China to achieve the vision of national unity; At the level of Chinese literature, we try to restore the value and status that national literature should have, and then realize the overall Chinese multi-ethnic literature teaching. However, the research on ethnic literature mostly focuses on the individual discussion of the value or form of some literary works. The overall lack of objective and comprehensive cognition and evaluation of ethnic literature affects the affirmation of the value of ethnic literature in the public domain. Literary education is the main way for the diffusion of literary effects. The goal of literary education is also the value of literary works. Literary education intends to spread culture, enrich emotional experience, and improve personality. Therefore, the recognition of ethnic minority literature in the context of literary education is from the non-informative aspects of culture, emotion, humanities, aesthetics, etc., to promote the promotion and value dissemination of national literature.

Keywords: Minority Literature; Teaching Mechanism; Literature Teaching.

1. Introduction

With the gradual development and deepening of a new round of basic education reform across the country, the development and utilization of curriculum resources has attracted more and more attention and attention from experts and teachers. At present, there are more researches on curriculum resources in the education circle, and less research on ethnic minority cultural resources as a kind of curriculum resources. Therefore, the research on this subject has great theoretical and practical significance. It can enrich the cultural resources of ethnic minorities [1]. Theoretical research on development and utilization in teaching is conducive to deepening the understanding of the development and utilization of cultural resources of ethnic minorities in cultural teaching.

From the perspective of the nature of literature, the origin of literature is the need for human expression of emotions. When body language such as singing and dancing cannot express deeper emotional connotations, literature has become the best way for people to express emotions due to its unique inclusiveness and abstraction. It is precisely because of this expressive advantage of literature that literature cannot be well recognized and understood by the public when it is disseminated. In addition, literature also has social functions such as recognition and education. Therefore, literature needs to be studied and explained through special literary education., The origin of literary education is this. Based on the current research results and the current problems of literature education, this article understands literature education as: on the basis of the meaning and value of literature itself, through the way of education, that is, reading, explaining, and teaching, so that the educated can understand the aesthetic connotation contained in literature enriches its emotional experience, perfects personality, and improves cultural literacy and language ability. Under the definition of the connotation of literary education, the goals that literary education expects to achieve with the help of literature have become the requirements of literary education for literature and the basis for literary cognition [2]. Under reverse thinking, the cognition of related literature should also be recognized and evaluated based on the above-mentioned literary education goals, and ethnic minority literature is no exception. The ethnic minorities in China have abundant literary resources. There are countless ethnic literary works ranging from ancient classics and folk literature of ethnic minorities to

contemporary ethnic literature. However, due to various factors, the cognition of ethnic literature lacks strength and breadth and is not comprehensive enough. Objective, has affected the value cognition and promotion of national literature.

2. Concept Elaboration

2.1 Minority Culture

What is ethnic minority culture? "Modern Chinese Dictionary" explains culture as follows: Culture is the sum of material wealth and spiritual wealth created during the historical development of human society. In the fourth national census in 1990, China had officially recognized 56 ethnic groups, of which 55 were ethnic minorities in addition to the Han. Ethnic minorities refer to ethnic groups other than the dominant ethnic group in a multi-ethnic country. Academia has had slightly different opinions on "minority culture". Some scholars believe that: "Minority culture is the cultural achievement created by ethnic minority people in the process of social and historical development and passed on from generation to generation. It is a traditional material created and formed by people of all ethnic groups in social production and life practice for thousands of years. The sum of all cultures in the realm of life, social life and spiritual life". Some scholars believe that: "The cultural customs with their own characteristics created and developed by the ethnic minorities in the development of each ethnic group include the three levels of material, spiritual, and system." Integrating the definitions of ethnic minorities and cultures as well as scholars' definitions of ethnic minority cultures, the author believes that ethnic minority cultures are the sum of material and spiritual cultures that ethnic minorities have created and relied on in history and reality [3]. This concept is similar to the difference between other concepts is that they highlight the innovation and reality of ethnic minority culture.

2.2 Resources

What is a resource? The "Modern Chinese Dictionary" defines a resource as a natural source of production materials or living materials. Such as: underground resources, underwater resources, tourism resources. The fourth volume of "Selected Works of Marx and Engels" pointed out that "labor and nature are the source of all wealth. Nature provides materials for labor, and labor transforms materials into wealth." According to the "Economics Explanation": "Resources are the inputs used in the production process". Based on the above definitions, the author believes that resources are the sum of all material and spiritual wealth that can facilitate human development.

2.3 Minority Cultural Resources

There is no uniform definition of the concept of ethnic minority cultural resources in academia. Some scholars believe that the cultural resources of ethnic minorities are innovative materials created and invented by the intellectual labor of ethnic minority people, and manifested in various tangible or intangible forms, which can bring wealth to mankind through various forms [4]. Synthesizing the concepts of ethnic minority culture and resources, the author believes that ethnic minority cultural resources are the sum of material and spiritual cultural wealth that people in ethnic minority areas have continuously created and relied on in history and reality.

3. Analysis of Minority Literary Resources in Northeast China

3.1 Status Quo of Research on the Communication of Northeast Minority Literature

The study of the dissemination of Northeast minority literature should be based on the current status and degree of the development of communication studies at home and abroad. Only with this background can we objectively and accurately locate and describe the dissemination status of Northeast minority literature. The study on the dissemination of ethnic minority literature in Northeast

China is a multi-disciplinary and innovative subject. The value and significance of the institute mainly include the following three aspects: First, it is the first in the field of domestic and foreign communication studies to create the field of ethnic minority literature communication research, through ethnic minority literature the advancement of communication research has laid the foundation for the establishment and expansion of literary communication. Whether in Chinese literature or in the composition of world literature, Chinese ethnic minorities are a very important component [5]. Therefore, on the background that the communication of ethnic minority literature is still a blank academic field, the description, analysis and research of this type of literary communication phenomenon are carried out. As well as the outline and disclosure from the perspective of communication history, not only can open up the unique academic direction of ethnic minority literature communication research in domestic and foreign communication circles, but also lay a certain foundation for the construction of the discipline of literary communication. At the same time, the research results in the specific field of Northeast minority literature communication research can be used to test and improve general communication theories and methods, and provide more information for discussing the process of human social communication, communication modes and types, and specific communication laws. Ways to enrich the theoretical and methodological system of communication studies and broaden the field of communication studies. Figure 1 shows the flow chart of cultural communication.

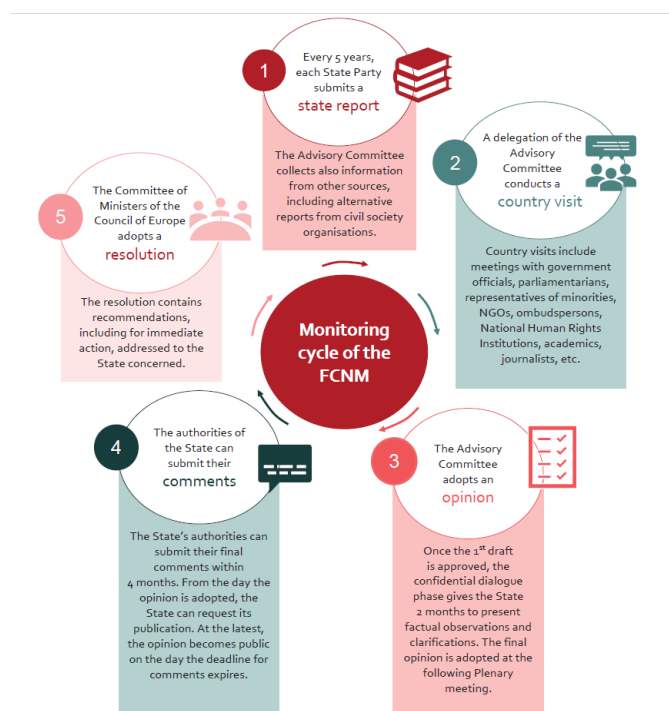


Fig 1. Flow chart of cultural communication

The second is to break through the traditional research model of Chinese minority literature, and explore new ways for the innovation of research methods and research methods in this field. In the process of long-term academic development and accumulation, the study of Chinese minority literature has gradually formed a specific model, which is mostly based on general literary history research routines, from the background of the times, the introduction of the writer's life, to the analysis and evaluation of the thought content of the works, and artistic methods and skills. Revealing and elucidating the works, as well as combing the inheritance or influence of the writer's works. This research model has lasted for half a century or even longer. Judging from the specific requirements of current social development for academics and the inherent needs for the development and innovation of the discipline, there is indeed a need for improvement and even reform in the study of Chinese minority literature [6]. Therefore, starting from the standpoint of communication studies,

using the theoretical system and research methods of communication studies to explore the phenomenon and development process of the dissemination of Northeast minority literature, it can reveal the aesthetic value contained in the dissemination of Chinese minority literature from the level and perspective of communication, Literary value, and social development value. At the same time, it can also examine and evaluate the role and contribution of Northeast minority literature communication to the development of Chinese literature and the harmonious development of China's multi-ethnic society, so as to re-evaluate the cultural value of Northeast minority literature. The advancement and realization of such research should be able to refresh the concept of "Chinese minority literature" to a certain extent, provide new ideas for the research and innovation of Chinese minority literature, and then provide new methods and establish a new paradigm for the research of Chinese minority literature.

The third is to provide materials and theoretical support for the Northeast Minority Cultural Expo. At present, with the rapid development of social economy and culture and the continuous improvement of social standards, the governments and social forces of many ethnic minority regions in Northeast China are committed to the folk culture exhibition: folk villages, ethnic villages, ethnic customs gardens, folk museums, and folk museums. Exhibition parks, ethnic festivals, large-scale ethnic song and dance and other exhibitions or performance carriers have sprung up. A large part of the folklore content of the Northeast Minority Cultural Expo is contained or contained in the national literature. Therefore, the study of the dissemination of Northeast Ethnic Minority Literature can provide many aspects of material and cultural basis or reference for the folklore exhibition. At the same time at present, the Northeast Minority Folklore Exhibition has entered a stage of widespread application and theoretical improvement. The study of the dissemination of Northeast minority literature can provide materials, theoretical guidance and other academic support for the regional minority cultural exhibition.

3.2 The Content of the Study on the Dissemination of Northeast Minority Literature

The first is the historical process of the dissemination of Northeast minority literature: in the summary of the relationship between human dissemination and the dissemination of Northeast minority literature, the progress of the dissemination of Northeast minority literature is discussed. Including oral communication and literary dissemination, written dissemination and written dissemination of literature; religious dissemination of literature, literature dissemination of historical books, as well as electronic dissemination and the expansion of the media of northeastern minority literature dissemination. The second is the medium of dissemination of Northeast minority literature: reminding and confirming that ironware and stone are the older Northeast minority literature dissemination media, and spoken language has a long history in the dissemination of Northeast minority literature as a medium; in addition, religious forms, folk customs, and Historical works are also used as the medium of the dissemination of Northeast minority literature, and the modernization of the medium of contemporary Northeast minority literature dissemination. The third is the main content of the dissemination of Northeast minority literature: heroic stories, national legends, epics, national customs, Northeast scenery, as well as folk customs and feelings of life. The most important content. The fourth is the main body of the dissemination of northeastern minority literature: Before determining this research object, first divide the disseminated literature into original literature and existing literature. Because the two types of literary information have different production status and existing status, this leads to differences in their respective dissemination subjects. Most of the dissemination subjects of original literature are the authors themselves, and with the development of the times, they have shown a tendency to group, and the dissemination of existing literature the main body is relatively complicated, and there are many kinds of it. The main body of its communication also appears to be diverse. Fifth, the way of dissemination of northeast minority literature. Cross-checking and concluding that the main ways of dissemination of northeastern minority literature are Biyuexiang, successive master and apprentice, dissemination of history books, dissemination of religious forms, and dissemination of folk-custom carriers. Sixth, the purpose and function of the

dissemination of northeast minority literature. Describe and analyze the purpose and functions of communication such as expressing emotions, participating in current affairs, expressing embrace, maintaining rule, customs, legends, self-entertaining, art appreciation, and commercial marketing.

4. The Significance of Teaching Value of Northeast Minority Literature

4.1 Facilitate Teachers and Students to Increase Their Knowledge, Cultivate Abilities, and Enhance Their Ideological Level

4.1.1 Enrich Teachers and Students' Knowledge of Ethnic Minority Cultures

The cultural resources of ethnic minorities have the characteristics of diverse forms, rich content, and various characteristics. The use of ethnic cultural resources in teaching requires teachers to fully and fully grasp relevant knowledge. Teachers pass the knowledge they have learned to students through teaching, so as to help students understand more relevant knowledge. Knowledge is like a vast ocean, beyond sight. The knowledge of the cultural resources of the ethnic minorities in Northeast China is like a lake. It is not bottom-out. It is unrealistic for students to grasp all the knowledge through one, two, or even dozens of courses, but our teachers should establish such a concept: In the process of teaching, let yourself and the students have the idea of loving learning this knowledge, this is the best beginning for learning. Knowledge needs to be accumulated continuously [7]. Teachers need to continuously learn and accumulate knowledge about the culture of Northeast ethnic minorities in order to be able to use the knowledge that is remembered in the teaching with ease, and to inspire students to learn actively. Therefore, use the cultural resources of Northeast ethnic minorities in cultural teaching to give This gives teachers an opportunity to grow.

4.1.2 Enhance the National Identity and Pride of Teachers and Students

National identity is a concept corresponding to national identity. Academia also uses national identity when studying content related to ethnic minorities. However, so far, the academic community has not defined a unified concept of national identity. Some scholars believe that national identity refers to a special cognition that individual members of the same nation contain emotions and attitudes, and that they regard others and themselves as members of the same nation. In "National Identity and National Consciousness", some scholars believe that national identity is the cognition and emotional attachment of members of society to their own national belonging. To sum up, the author believes that national identity refers to the process by which everyone recognizes and trusts the excellence of their own nation, thereby generating a sense of belonging. Nowadays, some scholars believe that there is a contradiction between national identity and national identity. Some scholars even believe that national identity should be suppressed to strengthen national identity. However, the author believes that this is a generalized, one-size-fits-all approach is not feasible, because China It is a large ethnic group with 56 ethnic groups. Each ethnic group is part of the country. The two are interrelated, complementary, and indispensable. We should treat ethnic identity correctly and not be affected by the sabotage behavior of individual Tibetan independence elements and Xinjiang independence elements. Recognizing the concept, scope and meaning of national identity, we are determined not to do things that go against the country and the people.

4.2 Conducive to the School's Creation of Characteristic Campuses

Edison once said that "individuality is difference, and difference is creation". With the development of the times, more people begin to attach importance to individuality and characteristics. Take human development as an example, emphasizing the development of human personality has become the trend of human development. One, of course, the same is true for school development. If a school lacks characteristic, it is like flowers have no life. Then how should school development stand out? Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has emphasized in various conferences, press conferences and other occasions. The profoundness and importance of Chinese traditional culture requires us to learn, inherit, protect and

develop. In this context, a cultural trend has been set off across the country. CCTV has carefully created the Chinese Characters Conference, the Chinese Poetry Conference, and the readers. In other programs, elementary schools across the country began to recite reading materials such as "The Rules of the Disciples", "Sanzi Jing", "Sound Rhythm Enlightenment". The student cultural education itself provides a lot of cultural resources for the construction of campus culture, but lacks its uniqueness. Therefore, integrating the cultural resources of the northeastern minorities into textbooks and schools has become an important platform for building a distinctive campus culture.

4.2.1 Dress up the Campus with Northeast Minority Culture

The author believes that campus buildings, campus signs, campus greening, student uniforms, school badges, school inter-class exercises, teaching results, etc. can be used to dress up the campus. Among them, the teaching of minority culture classes can better dress up the campus for minority cultures. Contributions include the teaching results jointly formed by teachers and students in the first classroom and the second classroom.

4.2.2 Using the Teaching Activities of Northeast Ethnic Minority Cultural Resources to Shoot Campus Promotional Videos

School promotional videos are outsiders' first impression of the school. It is a reflection of the school's social status and school image. Therefore, the overall situation of the school is the main line when the promotional film is made, and the school's characteristic culture is taken as a highlight to fully show the school's advantages and characteristics to the public., Can enhance the overall image of the school sideways, and enhance the school's status in everyone's minds. With the development of society, people's living conditions are getting better and better, but the pressure on children is getting greater and greater [8]. Many parents' attitudes towards students' learning have changed from the previous requirement of having to have good grades, go to school, and take civil service exams to just children. Healthy and happy growth is good. The part of the school's promotional video that incorporates ethnic minority cultural resources, and the teaching activities with ethnic minority cultural characteristics and unique characteristics completed by teachers and students together make outsiders feel "happy learning, happy education" The concept of, let more parents feel like home in the school, add more ethnic minority culture to the school, and pave the way for the school to build a distinctive campus.

4.3 Conducive to the Inheritance, Protection and Development of Northeast Minority Culture

Conduct surveys on the basic conditions of ethnic minority traditional cultures, implement the ethnic cultural "double-hundred" project, promote the construction of ethnic cultural resources databases, implement ethnic minority traditional cultural protection projects, promote exchanges and integration among ethnic groups, and enhance ethnic cultural dissemination capabilities. Inheritance of ethnic culture on campus. The author believes that the inheritance, protection and development of ethnic minority culture through education and teaching can achieve its permanent and continuity requirements, such as: setting up special courses related to local ethnic minority cultures, developing practice venues related to local ethnic minority cultures, etc., because Through education and teaching, generations of students can inherit, protect and develop ethnic minority cultures. For example, when explaining the inheritance and cultural development of the fourth lesson of culture, by carrying out teaching activities focusing on the culture of ethnic minorities, incorporating representative cultural content and costumes of northeastern ethnic minorities, so that students can understand that the culture needs to be inherited, protected and protected by everyone. For development, only by raising the students' ideological awareness, can they be guided in what to do and achieve the unity of thinking, knowing, and acting. Next, I will show the students the songs sung by the students of Nationality University of China in multiple ethnic languages. Like your MV, let the students realize that the culture of ethnic minorities and modernization are complementary. Sometimes we can use modern technology to better show the ethnic minorities. As a result, this class not only allows students to

master the culture of ethnic minorities in Northeast China, but more importantly, it enhances students' awareness of inheriting, protecting and developing ethnic minority cultures.

5. Design of Teaching Method of Northeast Minority Culture

Minority literature is a culture with national characteristics created and formed during the development of various nationalities in our country. Different ethnic minorities have different cultures, and education is the main way to pass on and carry forward the culture.

5.1 Train Professional Teachers to Complete the Teaching Task of Minority Literature

The construction of teaching staff is a major factor hindering the integration of minority literature into university Chinese teaching. Therefore, colleges and universities should enhance teachers' awareness of ethnic minority cultures and strengthen their awareness of inheritance. Chinese teachers are not simply cultural communicators, but learn to analyze various cultures. They must not only have an in-depth understanding of the knowledge in the textbooks, but also have a specific understanding of Chinese traditional ethnic minority cultures, so as to improve their understanding of university language. Curriculum awareness, so that we can better combine the knowledge of ethnic minority literature and modern language knowledge to pass on to students, and strengthen students' understanding of ethnic minority literature.

5.2 Implement Diversified Teaching Methods, Inherit and Promote Minority Literature

Chinese textbooks have certain limitations, especially in minority literature, which requires teachers to give full play to their autonomy, try to implement diversified teaching methods, and try to introduce minority literature knowledge into Chinese teaching. Through various teaching methods and forms, the culture of ethnic minorities can be introduced. Films can be used to attract students' attention and stimulate their interest in learning. Moreover, multimedia has long been popularized in education. Teachers can properly use the Internet to promote and teach minority literature, so as not to appear too boring. The cultural content displayed by college Chinese textbooks is limited, so teachers are required to try various teaching methods, actively introduce ethnic minority literature, bring comprehensive knowledge content to students, and carry forward and inherit ethnic minority culture. as shown in picture 2.

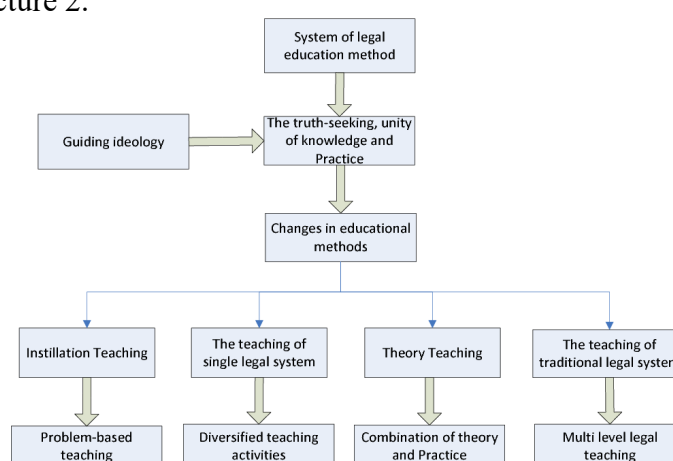


Fig 2. Diversified teaching method flow

5.3 Make Full Use of Rural Resources to Carry out Research-based Learning Activities

The cultural resources of ethnic minorities not only provide a wealth of materials for determining research study activities, but also provide a broad platform and convenient conditions for the development of research activities. Our research topics are derived from the cultural resources of ethnic minorities and are close to the actual life of students. Therefore, teachers must guide students to return to real life. Students find and solve problems through their hands and brains, which will help

improve students' ability to use their knowledge and experience to solve practical problems, enhance students' understanding of their own national culture, and enhance their sense of mission and responsibility to inherit and carry forward their own national culture. At the same time, the effective integration of ethnic minority cultural resources and research learning activities will help change the traditional teaching model centered on teachers, classrooms and teaching materials [9]. For example, in the research process of the subject "Survey of the Role of Korean Culture in Jilin City Tourism", the author set up a research study group in the class to guide students to make questionnaires to conduct surveys in scenic spots. At the same time, students can use their spare time A field visit to the Korean Customs Park, through these methods to collect materials and effectively integrate them, so that students fully realize the economic value of cultural resources, consciously protect and promote the wooden culture.

6. Conclusion

Through the research on the dissemination of literature of Northeast ethnic minorities, we can see that religious forms and folk-custom carriers have great significance in the dissemination of literature of Northeast ethnic minorities. Both have played a role in the dissemination of literature of Northeast ethnic minorities as a method and means of dissemination of literature. Very important role. First, historical works also play an important role in the dissemination of Northeast minority literature. Many contents of the literature of the Northeast ethnic minorities have been disseminated by virtue of the historical facts or historical books of the ethnic group. Second, the subject of creation has played a huge role in the dissemination of Northeast minority literature. Because Chinese culture has a tradition of upholding character and social and political status, the character and political status of the writer itself play a great role in the dissemination of Northeast minority literature: the spread of literary works is often in direct proportion to the character and political status of the writer. Third, the work itself also reflects a certain value in the dissemination of Northeast minority literature. In the dissemination of Northeast minority literature, the higher the artistic value and aesthetic value of the work itself, the more typical the character image, and the more vivid the plot, the wider the scope of its dissemination and the longer the dissemination time. Finally, literary criticism and appreciation are also of great value to the dissemination of Northeast minority literature. With literary appreciation and criticism, many minority literary works can be disseminated on a larger scale, and the formation of literary appreciation is similar to a literary salon. The group of writers in the Northeast often creates a core for the dissemination of Northeast minority literature, thus forming a radioactive dissemination of Northeast minority literature.

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