



An Analysis of the Application Strategies of Inquiry Learning Method in the Common Language of the Country of National Minorities in Higher Vocational Colleges

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Abstract: At present, the status of vocational education is constantly improving. Vocational education of ethnic minorities, as a part of vocational education in China, is of great significance in improving the comprehensive strength of vocational education and promoting the development of ethnic groups. In some ethnic minority colleges and universities, it is necessary to strengthen the knowledge learning of professional students, so that they can correctly use the national common language. In actual teaching, the teaching level of teachers also directly affects the teaching effect of the Common language of the country .

Keywords: Inquiry-based learning; Higher vocational colleges; National minority; the Common language of the country teaching.

1. The connotation of inquiry learning method and its role in teaching of the Common language of the country in minority countries

1.1 Inquiry Learning Method

Inquiry learning method in the teaching process, based on the teachers and students on the basis of equality, teachers play a leading role, learning the subject status of students, the training as the main line, practical ability as the main target, in the process of teaching, through learning and independent inquiry form of communication, discussion, let the students to better solve the problem, master effective learning methods. This is of great significance to the cultivation of students' independent learning ability and innovative practical ability, and is also an important way to realize the harmonious development of students.

1.2 The Role of Inquiry Learning in the Teaching of the Common Language of the Country in Minority Countries

The national standard language course is a practical course. In teaching, teachers should cultivate students' practical application ability of the national standard language, enhance students' learning initiative, let them independently carry out reading, writing, collaboration and learning, and improve their comprehensive learning ability.

The traditional national the Common language of the country course is a general course in the higher vocational colleges of ethnic minorities. Teachers mainly adopt a fixed teaching mode, mainly using mechanical repeated exercises. Teachers play a leading role in teaching, students are relatively passive in learning, and students' learning motivation is not strong.

Therefore, the author applies inquiry-based learning method in the actual Chinese teaching, through group cooperation, independent inquiry and other classroom teaching methods have an important role, which can effectively stimulate students' learning initiative and creativity. By creating problem situation, teachers give students for example, and put forward the problem to let the student use active thinking to read, watch, find information, discussion, ponders,

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wonders, can significantly improve students learning efficiency, through the process of inquiry teaching, lets the student in the teaching actively explore, the teaching process into the student active knowledge acquisition process, construct their cognitive model.

2. The Status Quo of Teaching the Common Language of the Country of Ethnic Minority Countries in Higher Vocational Colleges

Although the teaching reform has been carried out for many times in higher vocational colleges to improve the teaching quality of students' public courses, the reform has not been effective because the traditional concept of "teacher-centered" has not been changed. The teaching of national the Common language of the country for ethnic minority students is of great significance for their professional technical and theoretical study, employment and career development, and is also an essential requirement for them as modern Chinese. At present, the actual effect of national the Common language of the country teaching in ethnic minority areas in colleges and universities is not ideal. Teachers pay insufficient attention to the curriculum and adopt relatively backward teaching concepts in the teaching of national the Common language of the country courses. Therefore, teachers' lack of teaching innovation in national the Common language of the country courses leads to the long-term lack of improvement in teaching quality and students' lack of interest in the courses.

3. The Application Countermeasures of Inquiry Learning Method in the Teaching of Common Language of Ethnic Minority Countries in Higher Vocational Colleges

3.1 Innovate Teachers' Education Ideas and Enhance the Emphasis on Curriculum Teaching

In the new era, teachers should innovate the teaching concept, enhance the emphasis on the national common language curriculum, introduce the inquiry learning method, innovate the teaching concept, and promote the development of teaching. Minority vocational national common language in the teaching of professional teachers to realize that, in higher vocational professional background, how to carry on the organic combination of the theory course and applied course, how to in the teaching process to the students' ability of "hands - brain" and "knowledge update ability and innovation ability" organic combination, is one of the important challenges faced in the process of teaching. Therefore, in the practical teaching should be to meet the demand of students and look forward to as the goal, with vivid abundant teaching means to cultivate students' ability and two dynamic - "new" ability, improve the students' language literacy and application skills, guides them to form a good habit of independent thinking, on the professional study on the road to go further. The application of inquiry-based teaching concept to the teaching of national the Common language of the country is of great help not only to the language itself, but also to the shaping of learning concepts and habits as well as good personality.

3.2 Innovate Teaching Methods to Stimulate Students' Interest in Learning

In view of the current problems in the teaching of national the Common language of the country for ethnic minorities in higher vocational colleges, teachers should accelerate the innovation of teaching methods. In the teaching of national the Common language of the country, teachers should adopt multimedia, small blackboard and props dice as AIDS, and in the inquiring learning, adopt situational teaching method, game activity method, interesting story method and group competition method. In teaching, we should connect life, constantly expand students' thinking, arouse students' interest, guide students' thinking, enhance students' sense of self-efficacy in learning, and cultivate students' thinking ability and application ability in Mandarin.

Summary:

At the macro level, China is a multi-ethnic country, and the use and promotion of the national standard language is the basic national policy of China, and also the key to the economic development and social progress of ethnic minority areas. At the micro level, the use and mastery of a national common language is of great help to students' study, employment, career competence and future development. Therefore, it is still very necessary to strengthen the reform

of national the Common language of the country teaching for minority vocational college students. But due to limited geographical environment, the information level, minority national language learning environment is still not very ideal, to promote the minority areas of national language power of expression, must change the teaching reform train of thought, with students as the center, teachers as the leading factor, consider from the Angle of students, teaching reform from the perspective of the development of students and demand update consider sharia law.

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