

Research on Strategies to Improve Mongols Students' Ability to Use Mandarin in Colleges and Universities

Lan Mu

Inner Mongolia Preschool Education College for the Nationalities, Ordos, 017000, China

Keywords: Universities; Mongols Students; Ability to Apply Mandarin; Training Strategies

Abstract: In recent years, the central and autonomous regions have attached great importance to the promotion and popularization of national common language and writing. However, due to factors such as history, culture, and geography, many ethnic minority students still face certain difficulties in expressing and applying Mandarin. To solve this problem, this paper selects Mongols college students who teach in both minority languages and the national common language as the research object, aiming to explore effective strategies to improve the ability of Mongols students to use Putonghua in colleges and universities. This article will combine relevant theories and practices to explore from multiple perspectives, including teaching content, teaching methods, teaching resources, etc., with a view to providing some reference and guidance for improving the ability of Mongols students to use Putonghua in colleges and universities.

1. Introduction

Promoting the use of the commonly used national language and script is the core task of China's language and script industry: it is an inevitable requirement for promoting the construction of the Chinese National Community; It is a necessary condition for enhancing communication, exchange, and integration among various ethnic groups; It is an inevitable requirement to promote the comprehensive development of the people; Proficient mastery and use of the national common language and script by people of all ethnic groups can help expand the scope of communication, improve communication efficiency and quality. As an important place to cultivate the backbone of the country, universities should not only impart professional knowledge, but also pay attention to the cultivation of students' comprehensive qualities, especially the improvement of the ability to use national language and writing. For Mongols students who use both minority languages and common languages to teach at the same time, they face problems such as pronunciation essentials, word collocation or grammar norms in the process of learning and using the national common language, which makes learning difficult. Based on this, strengthening students' ability to apply Mandarin has become a hot topic of discussion.

2. The value of improving the ability of Mongols students to use Mandarin in colleges and universities

The report of the 20th National Congress of the Communist Party of China pointed out that

"education is the fundamental plan of the country. The fundamental issue of education is to cultivate what people, how to cultivate them, and for whom to cultivate them." Strengthening the reform and development of higher education, improving the quality, level, and international competitiveness of higher education, is one of the key tasks.[1] In the report of the 20th National Congress of the Communist Party of China, it was also emphasized that "efforts should be made to promote the national common language and writing." The outline of the 14th Five Year Plan of the People's Republic of China also explicitly proposes to improve the quality and level of education in ethnic areas and increase the promotion of the national common language and writing. Language is a bridge of communication and the foundation for strengthening the exchange and integration of various ethnic groups. Promoting the widespread use of national common language and writing is conducive to improving the scientific and cultural literacy of people of all ethnic groups, promoting the development and progress of ethnic regions, and also a necessary requirement for strengthening the awareness of the Chinese national community and promoting the construction of the Chinese national community.[2]

Improving the ability of Mongols students to use Putonghua in colleges and universities is a necessary measure to improve national cultural exchanges, strengthen the awareness of the Chinese national community, and improve the quality of education and teaching in colleges and universities. It is not only an important medium to promote national unity and cultural exchanges, but also an important carrier for students to learn, master, and practice professional knowledge, which helps students improve their competitiveness in employment and entrepreneurship, and broaden their career development space, in order to better adapt to the needs of social development, achieve the integration of vocational education and improve quality and excellence.[3]

3. The main problems of cultivating Mongols students' ability to use Mandarin in colleges and universities

3.1. Mongols students have poor Chinese foundation

On the one hand, Mongolian is different from Putonghua, and there are great differences in pronunciation, intonation, etc. For Mongols students, learning Chinese pronunciation is difficult, and it is easy to have inaccurate pronunciation of Putonghua. The complex Chinese characters and vocabulary will also make Mongols students encounter difficulties in learning Chinese.[4] On the other hand, some Mongols students lack the same family and community language environment as Han students, and have not formed good oral Chinese habits, which leads to difficulties in pronunciation, pronunciation, expression and communication.

3.2. Mongols students have a sense of difficulty in speaking Mandarin

Mongols students lack self-confidence and language self-confidence. When learning Mandarin, they may feel that their pronunciation is inaccurate, words are inappropriate, syntax error, etc., and they will feel inferior when communicating with Han students. Due to the influence of the social environment, some Han students have different attitudes towards Mongols students speaking Mandarin, which may be passive, indifferent or even discriminatory, which will also make Mongols students have psychological pressure and fear of difficulties. Some Mongols students lack corresponding learning methods and approaches. At present, most colleges and universities still focus on improving the comprehensive level of listening, speaking, reading and writing in Mandarin teaching. There are few Mandarin teaching courses and textbooks specifically for Mongols students. These students may feel that learning Mandarin is difficult, and they lack enough interest and motivation in learning Mandarin, which leads to fear of difficulties.

3.3. Mongols students are uneven, and it is difficult to teach Mandarin

There are differences in the level of Putonghua among Mongols students, some of whom have relatively good phonetic and grammatical foundations, while others may have no contact with Putonghua at all, or only have a very basic level of Chinese. This level of uneven will lead to difficulties in understanding, memory, expression and other aspects of students' learning of Putonghua, making it difficult for teachers to achieve satisfactory results consistently during the teaching process. In addition to the problem of uneven Mongols students, teachers will also face some difficulties in teaching Putonghua. The pronunciation and intonation of Putonghua is difficult for students whose mother tongue is not Chinese, and they need to spend more time and energy.

4. Strategies for improving Mongols students' ability to use Mandarin in colleges and universities

4.1. The school should pay attention to the Chinese teaching work of Mongols students and improve their Putonghua ability

Universities should increase investment in Chinese education for Mongols students, increase teaching resources, and provide better learning environment and conditions for students to learn Mandarin. For example, offering multiple levels of elective courses, targeted training, and organizing regular Mandarin speech competitions to maximize students' Chinese proficiency in listening, speaking, reading, and writing. The school should also focus on promoting the inheritance and development of Mongols culture. Through carrying out Mongols cultural activities, organizing Mongols cultural exhibitions and lectures and other forms, the school should let more people understand Mongols culture and enhance Mongols students' cultural self-confidence and sense of belonging. At the same time, we should also establish a sound Mongols culture research institutions and platforms, promote the research and dissemination of Mongols culture, and provide more academic resources and support for Mongols students. The school should also strengthen the exchange and cooperation between Mongols students and Han students, and let students from different cultural backgrounds understand and respect each other and build a bridge of friendship and cooperation by organizing cultural exchange activities, establishing student associations and associations and other forms. This form of exchange and cooperation will help promote Mongols students' Chinese learning and integration, and also provide Han students with opportunities to understand and learn Mongols culture.

Teachers should adopt more scientific and effective teaching methods and means to guide students in learning. In the teaching process, teachers need not only good teaching knowledge and ability, but also rich cultural knowledge and teaching practice experience combined with the characteristics of Mongols. Teachers should use various methods, such as playing recordings, videos, speeches, short play performances, etc., to help students better master Mandarin knowledge. Teachers should also pay attention to the personality and characteristics of Mongols students, and adopt enlightening and targeted teaching methods to help students better understand and use Chinese knowledge. For example, in terms of pronunciation, grammar, vocabulary, etc., teaching methods such as prosody, rhythm, and imitation can be used to help students better grasp the pronunciation and grammar rules of Chinese. In terms of teaching content, we can strengthen the teaching related to Mongols culture, so that students can better understand and feel the cultural connotation of Chinese. Teachers should also focus on communication and interaction with students, so as to encourage them to participate in classroom discussions, group activities, and other forms, allow students to learn and communicate with each other in a relaxed and free environment, and enhance students' learning motivation and cooperation spirit. Teachers should also provide timely feedback on students' learning performance,

provide personalized guidance and assistance to students' problems and difficulties, and help them better master Chinese language knowledge.

Participating in major Chinese language competitions can help students test their Chinese proficiency and understand the achievements of Mandarin education in other regions and schools. For example, the Chinese Corner Competition and the Mandarin Speech Competition are Chinese contests that Mongols students can participate in. These competitions provide opportunities to showcase individual Chinese proficiency and talent, stimulate students' interest and enthusiasm in learning Mandarin, and also promote cultural exchange and interaction between the Mongolian and Han ethnic groups. At the same time, students can also gain a deeper understanding of China's history, culture, politics, economy, and other aspects through interactive communication to enhance their comprehensive qualities and talents.

4.2. Improving the enthusiasm of Mongols students to learn Mandarin and creating a good environment

Teachers can stimulate students' learning enthusiasm by conducting Mandarin proficiency tests, developing personalized learning plans, and providing targeted assistance and guidance. They can also invite students who meet Mandarin standards to serve as Mandarin learning team leaders, leading students to learn together. Conducting a Mandarin proficiency test on students is beneficial for understanding their Chinese proficiency and individual differences, and developing personalized learning plans based on their characteristics and needs. For example, students with a good foundation in Mandarin can choose to participate in more advanced oral practice or reading training courses, while students with lower proficiency in Mandarin can strengthen their learning of basic vocabulary and grammar, with a focus on cultivating and improving intonation and pronunciation standards. These personalized learning plans not only help promote students' learning enthusiasm, but also improve their Chinese language application ability and learning efficiency. Teachers can provide targeted assistance and guidance to build a good platform for students to learn Chinese. Different students may encounter different difficulties and problems in learning Mandarin. Teachers can provide targeted assistance and guidance through personalized tutoring and extracurricular educational activities to help students overcome difficulties and improve their Chinese language proficiency. Teachers can also invite students who meet the standard of Mandarin to serve as the group leader for Mandarin learning, leading students to learn together. These students have good Mandarin proficiency and oral expression abilities, which play a positive role in helping other students improve their Chinese language application. They can help everyone focus on mastering basic skills such as pronunciation and intonation, answer students' doubts and questions, and effectively improve the Chinese language application ability of all students.

Schools can organize various forms of activities related to Mandarin learning, such as themed lectures, practical teaching, artistic performances, etc., to increase students' interest and enthusiasm for Mandarin learning. At the same time, providing students with a beautiful and harmonious learning environment is also very important, such as providing good listening equipment or establishing a Mandarin corner, so that students have more opportunities to exercise their Mandarin listening, speaking, reading, and writing abilities. Schools can invite senior Mandarin teachers, celebrity speakers, and others to hold Mandarin lectures and practical teaching, stimulating students' interest and enthusiasm for Mandarin learning. These lectures and practical teaching can be combined with real-life scenarios, such as business occasions, tourism scenarios, etc. Holding cultural performances such as Mandarin recitation, speeches, and solo performances can not only cultivate students' language expression skills, but also stimulate their enthusiasm for learning Mandarin.

In Mandarin teaching, attention should not only be paid to imparting knowledge, but also to the

cultural connotations carried by the language. The school can teach Putonghua with the help of Mongols's history, culture, customs and other aspects, so that students can better understand and feel the cultural background of Chinese characters to improve students' enthusiasm for learning. Through the introduction of Mongols's cultural background, students can understand the origin and evolution of Chinese characters, and further deepen their understanding of Chinese characters. For example, in the classroom, the construction principles of Chinese characters such as pictograms, meanings, and phonograms can be explained, allowing students to better understand the cultural connotations of Chinese characters while learning Mandarin. With the help of Mongols history and customs, students can better experience and feel the cultural connotation of Chinese characters. For example, when learning texts, teachers can choose stories or legends related to Mongols as teaching materials, tell the cultural connotation, and guide students to think deeply about the connection and commonalities between Chinese characters and Mongolian culture. Schools can also carry out various forms of cultural activities, such as calligraphy competitions and poetry recitations, to help students understand the cultural connotations of Chinese characters in practice. These activities can enhance students' understanding and feelings of Chinese characters, cultivate their interest and love for Mandarin, and thus enhance their learning enthusiasm.

5. Conclusion

To sum up, it is a long-term and complex work to improve the ability of Mongols students to use Mandarin in colleges and universities, which requires the joint efforts of all teachers and students and relevant departments. In terms of improving the ability of Mongols students to use Putonghua in colleges and universities, various measures need to be taken. Teachers should fully understand the students' Chinese level and personality differences, develop personalized learning plans, and provide corresponding help and guidance for different students. We should pay attention to the cultural inheritance in the teaching process, and let students better understand and feel the cultural connotation of Chinese characters by teaching Mandarin with the help of Mongols's history, culture, customs and other aspects.

References

- [1] Li J. *A Study on Teaching Strategies for Elementary Chinese Comprehensive Courses in Mongolian Mandarin Middle Schools* [D]. Jilin University 2021.
- [2] Liu Z. *A Study on the Tu Language and Its Changes in a Multilingual Environment* [D]. Shaanxi Normal University 2020.
- [3] Zhang Y. *Mongolian Chinese Learners' Cognition of Confucius Institutes* [D]. Liaoning Normal University 2020.
- [4] Wang J. *Research on the Restrictive Factors of Improving the Mandarin Level of Mongols University Students—Taking Mongolian Chinese Bilingual Students of Inner Mongolia Normal University as an Example* [J]. *Reading Abstracts* 2019;(10):40.