

# *Study on the Optimisation Path of Teaching Reform of Chinese Ethnology Courses in the Context of New Liberal Arts Construction*

Wang Siqi

*Xi'an International Studies University Regional Country Research Institute, Xi'an, Shaanxi, 710128, China*

**Keywords:** New liberal arts; Chinese ethnology; curriculum teaching

**Abstract:** Chinese ethnic courses are carried out as a manifestation of the diversity of Chinese literature, which profoundly reflects the national identification with the sense of national values. In the context of the construction of new liberal arts, the ethnic literature courses should aim at manifesting national characteristics, inheriting cultural traditions, and building the national spirit. This paper first analyses the significance of the teaching reform of Chinese nationalities courses, and then, combined with the contemporary national conditions and science and technology, puts forward the teaching reform measures to promote the integration of national cultures, cultivate students' innovative spirit and practical ability as the practical purpose, to re-create the teaching methods of Chinese nationalities courses, and to promote the development of national culture.

## 1. Introduction

The teaching reform of Chinese ethnology courses should be based on the background of new culture construction, mainly highlighting the characteristics of ethnology disciplines, emphasising humanities and innovation, and focusing on the development of students' understanding and hands-on ability. Deepening the teaching reform of Chinese ethnology courses helps to help students have a deeper knowledge and understanding of the classroom content subject knowledge, closely integrates the courses with other disciplines, and promotes students' growth. At the same time, ethnology courses integrate multi-ethnic courses, actively carry out, and improve the teaching of ethnology courses, which is conducive to promoting the integration of ethnic cultures, promoting the inheritance and development of Chinese culture, and enhancing students' innovation ability.

## 2. The significance of teaching reform of Chinese ethnicity courses

Chinese nationalities course is an important basic course in China, an important part of language and literature majors, and the optimisation and improvement of its teaching forms and paths are of great significance to improve students' professionalism and innovation ability. Since the founding of New China, many ethnology courses have been carried out, and these courses have trained a large number of excellent talents. In the long-term teaching, our country has achieved rich teaching experience in the ethnology courses, and the teaching effect is remarkable, however, in the situation of the new era, the output of the ethnology courses also faces many problems. For example, the

quality of student source varies, the course link is old-fashioned, the teaching reform is slow, not in line with the times, not strong pragmatic, the lack of cultural system courses, the teaching content is not updated in time, the teaching mode is solidified, the teaching concept is old, the classroom management is not strong enough, and the over-emphasis on the teaching of cultural knowledge is ignored, such as the practical operation of students. In this regard, relevant scholars believe that the construction of optimal reform of the curriculum of ethnic disciplines should be strengthened, new teaching modes and teaching methods should be advocated, and students' practical abilities should be cultivated. In the context of the construction of new liberal arts, teachers are required to be able to reform the educational policy according to the curriculum standard, actively seek changes, open up the situation, and achieve the optimisation of teaching reform <sup>[1]</sup>.

### **3. Improvement Measures for Teaching Chinese Ethnic Courses in the Context of New Liberal Arts Construction**

#### **3.1 Integration of Chinese Literature and Establishment of Additional Literature Subjects**

Integration of Chinese culture requires learning the history, culture and customs of different regions and nationalities, because the cultural environment of each region is unique. National culture is a collection of concepts, including a variety of national cultural characteristics, from the discipline system to the curriculum teaching, national discipline classes should reflect the cultural characteristics of China's national unity, deepen the cultural system, and give play to the strategic and practical significance of national education, in this regard, in the process of optimising and reforming the teaching path of national culture, it is necessary to clarify the connotations of the curriculum, dig deeper into the spiritual value of the discipline, and, from the Chinese national lineage, to Promote multi-ethnic dialogue. At the same time, it is necessary to adhere to the theme of Chinese characteristics, adhere to the construction of Chinese theory to highlight the spirit of the nation, in addition, teachers in the context of journalism discipline construction, in the teaching of knowledge of the national curriculum. To achieve the plurality and wholeness of the national culture, we should pay attention to the summing up and refining of the law. This involves grasping the cultural needs of the students and fully demonstrating the traditional culture of our country. By doing so, we can increase the feelings of students towards their family and country, while helping them to establish the correct values and a sense of responsibility and mission.

Ethnic courses belong to the discipline of Chinese language and literature, from the viewpoint of teaching results, at present, many disciplines lack internal communication, the discourse of ethnic literature is scarce, and the value leadership is insufficient. In this regard, in the context of the construction of the new liberal arts, the teachers should strongly integrate the teaching resources and strengthen the basic course education of ethnic disciplines in terms of the teaching significance, goal cultivation, teaching concept and classroom mode, etc., and set up specialised courses according to professional directions, so as to strengthen the relationship between disciplines and ethnic disciplines and enhance students' sense of responsibility and mission. Professional courses should be aimed at improving the internal connection between disciplines and ethnic courses, as well as facilitating multi-party coordination and cooperation. At the same time, the improvement of ethnic courses is not a simple patchwork or superposition of old knowledge, but a practical combination of students' professions, development characteristics, future employment direction, and catering for the development of the times and social needs, constantly rectifying, upgrading and deepening the content of the courses, which ultimately contributes to the progress of the reform of the teaching of ethnic disciplines and helps students to consolidate their foundations and improve their professional abilities, in line with the requirements of the current talent cultivation.

### 3.2 Inheriting Chinese culture and exploring social sciences

Ethnic disciplines emphasise the understanding of basic texts, and each nation has a different culture and its related disciplines have their own classics, so the basic curriculum of the disciplines should be constructed to provoke students to study the classic originals and understand the cultural background behind the professional knowledge. Some relevant scholars have pointed out that in the process of innovative development of discipline education, the inheritance of national class literature is its inevitable requirement. The inheritance of China's outstanding traditional culture is the root of the development of liberal arts teaching in China, therefore, only by taking the essence of traditional culture and removing its dross, accepting the advanced ideas in traditional culture, and constantly innovating the curriculum of ethnic classes according to the characteristics of the development of the times and consolidating the foundation of the humanities, can we promote the reform and innovation of the connotation of the education of the discipline of ethnic culture and the content of education. Under the background of the construction of new liberal arts, Chinese ethnic literature should keep the correctness and innovation, not only to encourage students to increase the reading of textual texts, but also to reconstruct the value of the problems set in the classroom in the light of the development of the times, and to constantly put forward new problems, new views and new ideas, so as to promote the improvement of the students' innovative ability in ethnic literature.

In order to adapt to the development of various ethnic regions, many colleges and universities actively incorporate ethnic cultural characteristics into disciplines such as law, management and journalism, improve and systematise the imperfect curriculum, clarify the specific objectives of teaching and set up distinct teaching levels, and at the same time, replace the teaching content, for example, between two courses, the teacher maps out the hierarchical relationship between the courses, and extracts the content of the ethnic courses for the purpose of different professions and different talent training objectives. Ethnic course content into other disciplines, increase students' interest in cross-curricular and practical courses, cultivate students' ability to learn across fields, and strive to produce learning value in the transmission of traditional culture, the construction of ethnic courses, and the active exploration of social sciences. In the context of new liberal arts teaching, teachers are required to focus on ethnic disciplines, integrate other liberal arts courses, actively explore social sciences, combine existing knowledge content, carry out course activities on the same topic with different question and answer sessions, analyse the actual unit content according to the established teaching objectives, and analyse it from the aspect of different majors and curriculum system perspectives to explore the purpose of course practice and carrying out, so as to promote the cultivation of innovative and comprehensive talents <sup>[2]</sup>.

### 3.3 Integrating the curriculum and promoting the natural disciplines

The new era and new development require teachers to cultivate comprehensive talents, and for talents in the field of liberal arts, they should not only have a broad academic vision and master new types of science and technology, but also have a new mode of thinking and the integration and solution ability to deal with complex problems. New liberal arts teaching is different from the old liberal arts teaching in the past, which was dominated by practical knowledge. Ethnicity teaching in the context of new liberal arts is aimed at solving real problems, advocating integration, breaking down professional barriers, and actively innovating, so teachers are required to enhance students' comprehensive horizons as a perspective when conducting ethnicity lectures and to learn from and adopt the excellent parts of other disciplines before integrating or reconstructing ethnicity courses. The objective is to enhance students' learning across various disciplines, fostering a comprehensive understanding and proficiency in utilizing practical techniques within their respective fields.

Discipline restructuring is an important concept in the construction of new liberal arts, and

teachers should move from subject-specific teaching to science and technology teaching integrated with other courses in actual teaching. For Chinese ethnic courses, the teaching content should fully integrate social sciences, contemporary philosophies, and natural disciplines, etc., and should be based on cultivating students' open horizons, focusing on the technological field of the new era, and establishing a link between ethnic literature courses and natural disciplines. At the same time, new problems encountered in social practice and new technologies generated in the context of the times should be incorporated into the teaching of ethnic courses, so as to complement and optimise the role of ethnic courses and promote the realisation of the social functions of the courses. At the same time, the digitisation and intelligence of Chinese ethnic courses is a thematic educational concept in the context of the construction of new liberal arts, which mainly cultivates students' ability to disseminate ethnic literature and practical innovation, for this reason, teachers should encourage students to read the classics of ethnic literature, analyse the content of the texts, and solve practical problems by combining the development of modern science and technology and the new ideas and paths produced in the context of the times. In a word, if teachers want to achieve the goal of teaching ethnic literature in the context of new liberal arts education, they should constantly integrate with other professional courses and complement their strengths and weaknesses, as well as deepen students' understanding of ethnic courses, improve students' literary literacy, and thus promote the cultivation of composite talents in the society, and the improvement of students' natural disciplines' learning and life practice ability.

### **3.4 Innovating technological fields and expanding teaching methods**

With the development of the times and the progress of science and technology, human beings have created a lot of new knowledge and new fields, such as artificial intelligence, big data, blockchain, genetic engineering, 5G technology, etc. These technologies are not only closely related to information science, but also close to the connection of liberal arts courses, which is of great significance to the optimisation of liberal arts courses. As far as curriculum teaching is concerned, the innovation of new technologies not only optimises the teaching pathway and teaching mode, but also changes the contents of lectures and learning styles of teachers and students, simplifies the workflow of teachers, and makes it convenient for teachers to apply their main efforts in classroom teaching, therefore, ethnic subjects should be combined with the characteristics of modern development, and a new education model should be applied. Up to now, many teachers actively explore new technologies when teaching ethnicity-based courses, but there are still problems such as using fewer online resources, more outdated teaching content, uneven data quality, untimely content updating, and curriculum standards that cannot be fully adapted to modernisation, etc. Therefore, in the context of the construction of a new liberal arts discipline, teachers should actively combine the curriculum and teaching content, deepen the discipline's technology, carry out online evaluation of the curriculum and class inspection, to achieve the digitalisation and intelligence of course teaching, at the same time, teachers should carefully screen the data resources when teaching, actively carry out online and offline course hybrid education, and realise the virtual simulation course online in the modern context, so as to promote the improvement of the quality of the course, in addition, teachers should aim at constructing the students' autonomy of learning space, and not only teach the knowledge of national literature, but also improve the students' personalised learning ability, enhance students' aesthetic sensibility and judgement, and help them establish pioneering thinking [3].

### **3.5 Optimising teaching links and improving the quality of the curriculum**

The deepening and expanding of national literature courses is an important way to cultivate

national literature talents, which is of far-reaching significance to the promotion of China's outstanding culture. However, the course system is complicated and varied, coupled with different course contents, different teaching objectives, and lack of class-to-course links, thus making the course system not strongly connected, and the problem of knowledge repetition or lack of knowledge often occurs in teaching. Therefore, under the background of the construction of new liberal arts, first of all, it is necessary to simplify the course group, combine with the characteristics of the professional talent cultivation, optimize the course system, improve the course structure, the teaching plan and optimize the teaching methods and teaching links. In the specific teaching practice, the concept of inquiry teaching is used to enhance the integrity of the teaching system and refine the core essence of the course content. Secondly, we should take the compound and cross-curriculum as the centre, formulate the teaching plan, reconstruct the body of knowledge and the difficulty of the curriculum according to the teaching content, and create the ability of students to think about the problem in all aspects, and then secondly, when teachers teach ethnic courses, they should pay attention to the analysis of the theme through actual works, take the knowledge transfer as the goal, adopt the new form of teaching mode, and transform the previous indoctrination teaching into students' independent learning, and the teacher Assisting Students. The Chinese national discipline courses under the background of the construction of new liberal arts should not only play a role in promoting the teaching benefits of traditional cultural knowledge, but also actively explore and innovate, constantly forge ahead, update teaching concepts and carry forward the national spirit, in order to realise the improvement of students' exploratory ability and research ability in classroom teaching, and then enhance students' ability of expression, insight and creativity, and to help students to be able to elaborate the class content and summarise the core content of the lectures at the end of each class. classroom content, summarise the core of the content of the lecture, at the same time, teachers should strengthen the combination of ethnic courses and practical courses, establish a course evaluation system, through course evaluation and assignments, check the completion of students, stimulate the students' learning consciousness and innovation ability, facilitate the teachers' supervision and control of the students' learning achievements and feedback and guidance of the teaching mechanism, and promote the overall improvement of the quality of the curriculum of the ethnic disciplines <sup>[4]</sup>.

#### 4. Conclusions

Ethnic courses need to be actively inherited and carried forward by students in colleges and universities in the context of new culture. In the context of the construction of new liberal arts, the teaching of Chinese ethnic culture courses needs to constantly examine itself, conform to and combine with the intelligent and digital new technologies and new platforms created under the development of the times. Therefore, enhancing the quality of the curriculum and integrating the curriculum content are the needs of social development in the new era. Teachers should search for extracurricular knowledge related to the curriculum content through multiple channels to meet students' learning and developmental needs and their desire for exploration. Meanwhile, teachers should also pay more attention to the integration of multiple disciplines in teaching and apply specific theories to life practice. This will enable the exploration and innovation of teaching methods and help cultivate students' perception of Chinese literature and internalization of social responsibility. Ultimately, these efforts will contribute to the promotion of the cultivation of composite talents.

#### Acknowledgements

Fund Project: The educational reform project of Tibet Minzu University, "Cultivation and

Practice of Innovative Talents in Ethnology for the Construction of New Liberal Arts".

## References

- [1] Wu Ying. *Teaching Reform and Practical Exploration of Foreign Ethnic Music Courses under the Background of New Liberal Arts* [J]. *Art Review*, 2022(02):108-111.
- [2] Zengbao Dangzhou, Zhong Jinwen. *Optimising the teaching reform of Chinese minority literature courses under the background of new liberal arts construction* [J]. *Ethnic Education Research*, 2021, 32(05):144-149.
- [3] Huang Bao, Luo Dan. *Research on the Flipped Centre of Gravity of Flipped Classroom in the Teaching of Law Courses in National Colleges and Universities* [J]. *Journal of Kaifeng Culture and Art Vocational College*, 2020, 40(06): 98-99.
- [4] Zhuang Kongshao. *Teaching and Reform of Ethnology Major* [J]. *Journal of Yunnan University for Nationalities (Philosophy and Social Science Edition)*, 2021(3):23-24.