

On the Difficulties of Diversified Cultural Education and Teaching

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ABSTRACT

Diversified cultural education and teaching is an important content of China's basic education reform and it is also an effective way of current quality education. This article mainly analyzes the connotation, characteristics and development status of multicultural education, it also puts forward some opinions and suggestions on multicultural education. In theory, the implementation of diversified cultural education requires students as the main body and teachers as the supplement, so that they can actively participate in the classroom, so as to achieve better teaching results. In practice, if you want to make diversified courses more targeted, you must regard students as the core and key of teaching, it stimulates students' interest in learning through guidance to improve their comprehensive ability.

Keywords: *Diversified Cultural Education, Dilemma, Research on Measures*

1. INTRODUCTION

Chinese cultural education is a special subject education that has gradually developed in the context of reform and opening up. It is an emerging marginalized subject guided by Marxist theory and aimed at cultivating talents with modern consciousness and innovative spirit. Curriculum system. In China, the main content of cultural education includes traditional moral, ideological and political knowledge and skills, as well as some related codes of conduct. However, with the continuous progress of society, people's understanding of culture has also changed, from the previous material needs to today's emotions, attitudes and other values [1-3]. At the same time, many people have begun to pay attention to students' Humanistic literacy, they believe that learning the basic knowledge of a good professional is for a better life in the future, rather than blindly using scores as the only criterion for measuring oneself.

2. ANALYSIS OF THE CURRENT SITUATION OF CHINESE DIVERSIFIED CULTURAL EDUCATION

Chinese cultural education started in the 1980s and has a history of several decades. During this time, Chinese cultural education has made considerable progress and progress. However, compared with the

level of Western developed countries, there is still a big gap: First, in terms of curriculum settings, most of the traditional Chinese cultural education textbooks are mainly based on the transmission of knowledge, while ignoring the emotional experience of students. Second: In terms of teaching content, the teaching method of Chinese-style cultural education is mainly carried out by the method of "instillation" [4, 5]. Third, the teacher's ability to control the classroom is poor, it unable to grasp every link well, resulting in a disharmonious atmosphere in the entire teaching process. With the constant changes of the times, the emergence of diversified culture has also enriched diversified teaching methods, but at the same time it has also brought certain difficulties and challenges to the cultivation of national spirit. The survey questionnaire used in this paper was distributed on the spot, and 500 college students from 5 colleges and universities in a certain area were randomly selected as the interviewees to complete the survey. A total of 500 valid questionnaires were issued this time, and 450 were recovered, with a recovery rate of 90% and an effective rate of 98.6%. According to relevant statistics, the author found that there are certain differences in the various types of educational activities carried out by different types of institutions in China.

Table 1. Analysis of the Present Situation of Diversified Culture and Education in China

Problems of Diversified Culture Education and Teaching in China	Percentage
Traditional educational concepts need to be updated	26.9%
Lack of quality education	33.3%
Single teaching method	20.2%
Unreasonable curriculum	20%

3. DIFFICULTIES FACING CHINESE DIVERSIFIED CULTURAL EDUCATION AND TEACHING

Although diversified cultural education has achieved certain results in China, there are still some problems that cannot be ignored:

(1) Traditional educational concepts need to be updated. In diversified cultural education and teaching, schools and teachers will be more or less affected. The influence and restriction of traditional concepts. First of all, in the evaluation of students, most of them are based on performance instead of ability as the core. The existence of this concept is due to the constraints of the traditional "examination-oriented education" [6-8]. "Exam-oriented" makes many people think that exams are the only way to test their learning effectiveness. So when faced with the pressure of entering a higher education, they will also choose to escape.

(2) Although the country now advocates quality education, it does not fully pay attention to the quality of talent training. In order to improve student performance, some teachers often adopt various methods to attract the attention of parents; while some students with better family conditions will participate in social practical activities to exercise their hands-on ability. In this way, not only can these children not get good development opportunities, but also bad results will occur.

(3) The teaching method is single. The implementation of diversified cultural education is not as easy as imagined. Teachers simply tell theoretical knowledge in the classroom and ignore the importance and necessity of practice. Under such circumstances, students know little about Chinese traditional culture, let alone understand and learn about the diverse culture.

(4) Unreasonable curriculum arrangement Due to diversified development needs, the curriculum arrangement of some schools has also changed accordingly. For example, in order to allow students to better adapt to the diversified social environment, the

new curriculum standards require courses that integrate with ethnic groups; in addition, some teachers will make corresponding adjustments according to the changes of the times; some teachers will focus on It focuses on letting children learn the ability to be independent, but ignores other aspects of training; in addition, some teachers believe that diversified education is a wrong concept and practice, so in the development process, these are not considered Factors, the diversified education cannot be implemented well.

4. DIVERSIFIED CULTURAL EDUCATION AND TEACHING MEASURES

Multicultural education and teaching is an important curriculum reform in China. It is a new form of innovation and development based on the traditional teaching model. It is a personalized training for students so that they can better adapt to the needs and needs of the society. Personal growth and progress. The implementation of diversified cultural education can not only promote the quality of school education, but also improve the overall quality of teachers and contribute to the construction of the country. But in the process of implementation, we must also pay attention to some problems, such as: unity, one-sidedness, unscientificity, etc. Therefore, I believe that the implementation of diversified cultural education should adopt corresponding strategies to solve these difficulties according to different situations.

4.1. *People-oriented, teaching students in accordance with their aptitude*

The purpose of traditional cultural education is to cultivate socialist builders and successors who develop comprehensively in moral, intellectual, physical, and artistic. But in diversified cultural education, students are the main body, they just passively accept knowledge, rather than actively learning and exploring. Therefore, in teaching, teachers should set different teaching goals according to students of different ages, teach students according to their aptitude, and teach differently from person to person. For example: For children in the

lower grades, games should be used to attract their attention and actively participate in classroom activities, so as to achieve the effect of improving efficiency; while children in the upper grades use imagination more. Lord, let him find problems through his own efforts, solve them, and get a corresponding sense of accomplishment. This will not only make lower-level students more interested, but also enable higher-level students to have a deeper understanding of the subject, thereby forming good values and outlook on life. In addition, with the progress and development of society and the continuous improvement of people's living standards, the need for spirituality has become stronger and stronger [9, 10]. This has also led many parents to pay attention to the cultivation of their children's comprehensive quality and the growth of mental health. Teachers and parents should care about their children's mental health.

4.2. Create a good learning atmosphere

The realization of educational diversification requires a good atmosphere and environment. In diversified cultural education and teaching, teachers should take students as the main body, starting from the perspective of development, so that they can get better growth and progress in diversified cultural education.

First of all, we must respect every classmate and let everyone participate. Only in this way can every member be able to feel their own value and thus improve their comprehensive quality. Secondly, communicating with outstanding groups in other countries and learning from other countries' advanced experiences and methods is also an important way to improve personal accomplishment. At the same time, the publicity of the media can also be used to increase social attention, thereby promoting the smooth development of diversified cultural education and teaching. Finally, cooperate more with countries around the world to strengthen international cultural exchanges and communication. This requires us not only to understand some basic knowledge abroad, but also to actively accept the national characteristics of other countries and integrate them into our country's culture.

4.3. Establish correct cultural and educational concepts

Cultural education is a systematic project and process that requires the joint efforts of schools, families, and society. To better promote the development and progress of diversified cultural education and teaching, we must first change traditional concepts and teacher management concepts.

The management of teachers in the classroom means that teachers regulate and restrict their own behaviors in the learning process of students to make them conform

to the requirements of society and moral standards; while school managers refer to the management of students within a certain period of time. The cultural atmosphere, educational content and educational methods of the entire campus provide guidance and supervise the implementation of the main body; secondly, as a multicultural education teacher should have a multi-faceted knowledge structure, not only limited to the theoretical level of books It is more necessary to apply the comprehensive application of multiple disciplines to practice, so as to truly improve one's own abilities. In terms of course content, we must continue to expand and expand, enrich the teaching methods, so that students' interest in learning can be stimulated and their comprehensive quality can be improved. Teachers can also carry out cultural education through multimedia, such as video and music appreciation. This will not only attract more people to participate in it, but also make the classroom more lively, so as to achieve better results. It can also use the method of story to further explore the deeds or background of a certain subject; You can also compile a certain historical experience or allusion into a song with corresponding pictures and sounds to arouse the resonance of the students; you can also use the method of scene performance to describe a certain event or problem, and let it be integrated into the emotional experience of students.

5. CONCLUSION

In summary, diversified cultural education and teaching are an important part of China's basic education reform and an inevitable requirement of current quality education. However, in actual teaching, there are still many problems and difficulties in the development of multicultural education and teaching, which are not conducive to the development and implementation of multicultural education. Diversified cultural education and teaching require teachers to continuously explore and innovate in order to improve the comprehensive ability of students and better adapt to the progress and development of society.

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