

Discussion and Analysis on the Management of National Pre-college Students in Inland Colleges

From the Perspective of Empirical Analysis on the Education for National Concept

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Abstract—At present, the international reactionary and hostile activities are rampant, so it is particularly challenging for the inland colleges to strengthen the education of national concept and enhance the management of national pre-college students. However, for developing the education of national concept, the inland colleges face so many realistic difficulties such as limited role of class teaching, difficult implementation of education and management and weak ethnic theoretical basis of the students. The reasons lie in lagged educational idea, incomplete management systems, new problems caused by complex domestic and overseas situations, weak faculty and simple educational methods and so on. In order to resolve such difficulty, the colleges shall upgrade their ideas, strengthen leadership, enhance coordination mechanism; amplify system and curriculum system, provide support on manpower and material resources and complete the safeguard mechanism. Defining clear rewards and punishment, promoting learning with examinations and perfect the incentive mechanism; expanding channels, innovating methods, and creating a communication mechanism are all tasks at hand.

Keywords—*management of national pre-college students; education for national concept; real difficulties; causes; solution*

I. INTRODUCTION

Currently, the rampant international reactionary and hostile activities affect the peace and stable development of regions inhabited by ethnic groups in China and the formation of correct national concept of students there. A portion of national pre-college students coming to the inland colleges to study have a narrow national concept, and they are quick to rationalize the problems they face everyday; forming national prejudice, showing a wrong understanding and extreme behaviors of nationalism or local-nationality chauvinism consciously or unconsciously. Therefore, strengthening the education of national concept for national pre-college students and enhancing the effectiveness of education and management are important theoretical and practical problems urgently needing to be addressed by the inland colleges.

II. REAL DIFFICULTIES OF EDUCATION FOR NATIONAL CONCEPT OF NATIONAL PRE-COLLEGE STUDENTS IN INLAND COLLEGES

National pre-college students enrolled in the inland colleges have a solid basis on cultural knowledge and a relatively high comprehensive quality, so they are both the dominant force for the future social development and important driving force for maintaining and promoting national unity. Education of the national concept of national pre-college students has the direct bearing on its own development and the prosperity and stable development of the Chinese ethnic peoples. Due to the short length of schooling and centralized management, inland colleges bearing the task of education on the national pre-college students have paid attention to the education on Marxism national concept and input manpower, material and financial resources in the management of national pre-college students. However, it cannot be denied that the status of education on the national concept of national pre-college students from the inland colleges is quite poor.

A. Limited Functions of Class Teaching

“National Theory and National Policy” is a main channel for the education on Marxism national concept of inland colleges, but the attention the leaderships and teachers from a part of the inland colleges pay to “National Theory and National Policy” has not yet reached the required height. Or, they do not set the course of “National Theory and National Policy” as main, or reduce the class hour randomly. Some colleges even cancel this course. While for colleges having set up the course “National Theory and National Policy”, they are slow in the speed of upgrading the textbook content. They lag in teaching research, are behind the change in the situation, unable to keep pace with the times, timely blend the international and domestic situations and ethnic theory, ethnic policy of the party in the teaching contents. Teaching contents are separated from real life and lack of pertinence. All these factors above lead to the failure of the course “National Theory and National Policy” to give full play to its role in the education of national concept.

B. Difficult Implementation of Educational Management

There exist many difficulties in the management on the education of national concept in inland colleges. First of all, centralized management affects the successful development of education on the national concept to some extent. Inland colleges generally separate the set up national preparatory course classes for centralized management of national pre-college students. Due to homoplasy of change in the living environment, national customs and habits and religious belief, the national pre-college students have enhanced national consciousness, have actively maintained personal and national honor, and hope to get understanding and respect from other nations. This especially reigns true of the Han teachers and students, which is not conducive to the smooth progress in education. In the second place, language barriers affect the smooth progress in education on the national concept. Language is an important carrier for the education on the national concept, but the complex use of minority language and characters in China increases the difficulty of education and guidance on the national concept of national pre-college students. In addition, religious beliefs and ethnic culture are also the important factors influencing the effect of education. Respect and protection of freedom, of religious belief and national culture in our country and promotion of diversity of religious belief in regions inhabited by ethnic groups and ethnic cultural development also easy to cause excessive emphasis on freedom of religious belief and uniqueness of national culture of national pre-college students, influencing the formation of their correct national concept.

C. Weak National Theory Basis of the Students

From the survey and interview, although the majority of national pre-college students have positive, healthy and optimistic national concept, a considerable part of the college students are lacking ethnic theoretical knowledge. They do not realize the nature of our national problem has changed radically from confrontational struggle to nonantagonistic contradictions among the people, the problems of national unity, development and gradually narrowing the differences. Then, part of the college students does not have a clear understanding on the basic policies and practices on solving the national problems. For example, some students can not correctly understand the policies and practices on promoting the development of China's ethnic minority areas, and consider that what have been done in the development process of regions inhabited by ethnic groups destroyed the national cultural heritage and legacy and the living environment of local residents, and throw doubt upon the policies and practices of the party. A small part of the national pre-college students have a narrow national concept, and are easy to be bewitched by the international reactionary and hostile forces, producing wrong understanding on the ethnic problems or even making extreme behaviors.

The national pre-college students are backbone forces to promote the economic, political and cultural development in regions inhabited by ethnic groups and play an important role in maintaining the social stability, national unity and co-prosperity of all nations. The complexity and importance of

our national problems objectively require inland colleges to find reasons to strengthen education management for practical difficulties faced by educational management so that the national pre-college students establish the Marxism outlook on the world, life and nation, strive to improve their qualities, and make due contributions to the economic development in regions inhabited by ethnic groups, national unity and national stability.

III. CAUSES OF THE REAL DIFFICULTIES IN EDUCATION FOR THE NATIONAL CONCEPT OF NATIONAL PRE-COLLEGE STUDENTS IN INLAND COLLEGES

It can be seen from the above that, as far as the education on the national concept, there indeed exist many problems in urgent needing to be solved in the management of national pre-college students from the inland colleges. As long as in-depth analyzing the causes for the realistic difficulties, the countermeasures can be proposed and problems can be solved in a timely manner. Through comprehensive analysis, we believe that the causes for the difficulties of education on the national concept at present lie in the following aspects.

A. Lagged Educational Ideas and Incomplete Management System

In the new historical period, the education on the national concept of national pre-college students faces complex, domestic, and overseas situations. Ideas, policy mechanisms and content method of leaderships and teachers from some of inland colleges are out of keeping with the demands of the time, resulting in the difficulty of implementation of educational objectives of national concept of national pre-college students. Some colleges have not yet established sound management systems and mechanisms for the education of national concept, lacking a complete system guarantee and scientific basis for the implementation of education on the national concept of national pre-college students. There exist some weak links that are not adapted to the actual requirements in the education on the national concept. The consciousness of responsibility of leaderships and teachers from the colleges needs to be further enhanced. The joint force for caring, supporting and researching the education on the Marxism national concept from all departments from the college is not actually formed. If this problem is not solved, it is hard to guarantee the effect of education on the national concept.

B. Complex Domestic and Overseas Situations, Resulting in New Problems and New Challenges

In 2014, ethnic separatism and religious extremism forces were in collusion with international terrorist organizations, provoked religious conflicts and regional conflicts through terrorist attacks and local wars, created tension in some areas, affecting the world peace and stability. At home, these reactionary forces sped up to intervene in planning and supporting ethnic separatist forces with the international hostile forces, and tried to interfere and destroy reform, opening up and socialist modernization undertakings. Solving problems concerning ethnic conflicts, ethnic autonomous right and national governance has become an

important goal of the party and the government in managing state affairs. With the western development strategy in China, uneven economic development, intensified contradiction between city and countryside, distribution of national interest and other economic problems in minority area are also exposed. These issues will affect the formation and development of the Marxism national concept of the national pre-college students, increasing the difficulties of education on the national concept. Besides, the rapid development of the network makes a variety of information, including false or wrong information spread quickly through the network among students, imposing adverse impact on their thinking. Domestic and foreign reactionary forces will also use the network to instill ethnic separatism, religious extremism and even terrorism ideology to the national pre-college students, incite some adolescent inexperienced in affairs of the world to follow blindly, cause hatred between different religious sects, different beliefs and different nationalities, or even lead them to evil ways of violence or terrorist activities; which undoubtedly increases the difficulty of education on national concept.

C. Weak Faculty Forces and Low Working Enthusiasm

Most of the inland colleges have weak management teams of national pre-college students, and the quality and theoretical level of the teachers can not be adapted to the development of the situation. The education and teaching of national pre-college students requires the teachers to have extensive expertise, excellent political quality, high education levels and can master the latest theoretical dynamic condition of the nation. As the inland colleges always adopt the similar management mode of national pre-college students with that of the high schools, and education and teaching works of national pre-college students feature strong political nature, wide coverage, heavy task and large burden, many capable and qualified teachers in colleges and universities are not willing to engage in ethnic pre-college education and teaching works, most existing staff are halfway decent, lack of continuous attention and in-depth research on the life, thinking and learning characteristics of the national pre-college students. Some institutions have no special teaching and research team of national theories. Except for individual full-time national theory teachers, most of the teachers of political education course take teaching work of national theory concurrently, having limited professional knowledge on the national theory and policies. Moreover, due to heavy management tasks, teachers have limited time and efforts to be put into the research on education and teaching. Since they are limited in title appraisal, promotion and other aspects, their opportunities are less than those of teachers of other majors. Therefore, the teachers have minimal motivation.

D. Single Educational Channel, Simple and Lagged Educational Methods

Contemporary college students are active and open, have strong abilities to accept new things. In order to obtain a good effect, the education on the national concept of national pre-college students must be done starting from the actual situation of the students in a variety of means. The rapidly

developed new media technologies just meet new and varied ideological characteristics of students who are also more willing to acquire knowledge and information through new media. However, a majority of inland colleges currently carry out the education on the national concept of national pre-college students focusing on class activities and class teaching with single educational channel, simple and lagged educational methods. Modern technological means are underutilized in the education of national education, and available social and educational resources are limited. In the inland colleges, the national pre-college students get to know national theory and national policy mainly via newspapers, books, television, internet, and other social channels. Students pay less attention to the newspapers and books, and the websites frequently viewed by the national pre-college students have mostly official reports, which have difficulty attracting the students. Network is a way to educate the students concerned, but the websites frequently visited by the national pre-college students are full of various information, both good and bad, or even one-sided, wrong views. The students are lacking the ability to distinguish right and wrong, inevitably to be affected adversely. Under the background that domestic and foreign reactionary forces step up to permeate, poison the adolescent via the internet, it is important and necessary to attach importance to the application of new media technologies in the education of national concept, expand educational paths, innovate educational methods and race to control the leading position in network propaganda.

IV. SOLUTIONS OF THE REAL DIFFICULTIES ON EDUCATION FOR THE NATIONAL CONCEPT OF NATIONAL PRE-COLLEGE STUDENTS IN INLAND COLLEGES

Facing the problems existing in education of national concept of national pre-college students. The inland colleges shall comprehensively carry out relevant policies of the party and the state, take effective measures for the causes to actively resolve the difficulty in education and teaching and strengthen the educational management of national pre-college students.

A. Upgrading Ideas, Strengthening Leadership, Making Overall Arrangements and Strengthening Coordination Mechanism

1) *Upgrading the educational concept and paying high attention to the education of national concept.* Under the new situation, the school leadership shall upgrade the educational concept, and pay high attention to the education of national concept of national pre-college students strategically, and strengthen the leadership and arrangement of such work. The education on national concept of national pre-college students shall be included in the education system of the college. Education on the national concept shall be blended in the party affairs, administration and teaching works. The unique role of Youth League Committee, Student Work System in education of national concept shall be enhanced practically so as to form an atmosphere of hard working, joint research and actively creating a new situation in the education of national concept.

2) *Give the matter further thought and make overall arrangements.* Firstly, the colleges shall attach more importance to the education of the Marxism national concept for entrance education of new students, arrange from their entrance to the thorough learning process of students. Secondly, make a long term plan from a strategic height. Set up education bases themed on patriotism and national unity to carry out imperceptible education on the students with living examples and figures.

B. Improving Institution and Curriculum System, Providing Manpower and Material Support and Completing the Safeguard Mechanism

1) *Complete all the systems.* First of all, strengthen the establishment of daily management systems. The colleges shall, through establishing various rules and systems, inspect periodically and summarize timely to put into practice the contents and methods of education on the national concept so that it has rules to follow and regulations to abide by, promoted steadily. Next, complete the safeguard mechanism. The colleges via specific systems clearly implement various safeguard measures of education on the national concept in terms of time arrangement, input of manpower and materials, provision of activity site, source of activity funds, allocation of education managers, education and training of teachers, providing a sufficient system guarantee for the education on the national concept.

2) *Perfect the curriculum system.* The course “National Theory and National Policy” is a main course for systematic education on Marxism’s national concept of national pre-college students, shall have sufficient class hours, abundant teaching contents, innovative teaching methods to highlight education in patriotism, national unity and atheism so that the teaching effect is implemented. Moral education and situational education are both classes that shall also include education on Marxism’s national concept as the main content, blend the education on national concept in the teaching contents and penetrate to all the teaching links. Make efforts to introduce the education on the national concept to the class and make it to be memorized by the students. Reveal the ugly face of national secessionism and religious extremism and the sinful nature of them to destroy national unity so as to form a good atmosphere among students to conscientiously resist the corrosion of national secessionism and religious extremism. The colleges shall also take measures to stabilize the quantity and improve the quality, establish a highly capable and efficient teaching team with good quality, reasonable structure to ensure the successful progress of education and teaching on the national concept of national pre-college students.

3) *Increase the capital input and integrate social resource.* Inland colleges shall do according to their abilities to provide financial support for the education on the national concept of national pre-college students, encourage visiting, reading party, movie watching, concert, fine arts exhibition and other diverse education activities so as to promote the activity efficiency with abundant educational forms. They shall also encourage teachers to go deep into the research on the new problems appearing in the process of education on

the national concept, explore new methods for education on the national concept, actively apply for scientific and research project at all levels and in all forms. Teachers are also encouraged to strive for financial, intellectual and material support of government organizations at all levels to promote the progress of education and teaching on the national concept. The colleges shall actively strengthen the cooperation with local government, enterprise and public institutions, establish and complete bases for education on the national concept, patriotism and social practice, enhance the exchange and cooperation in terms of national unity, religious belief and national culture inheritance inside and outside the colleges, and set up wide communication and contact platforms.

C. Establishing Clear Rewards and Punishment System, Promoting Learning with Examinations and Completing the Incentive Mechanism

1) *Establish personnel incentive mechanism advancing with the times.* Incentive mechanism that has a positive effect can not be underestimated in aspects of stimulating people’s subjective motivation and mobilizing people’s thoughts and feelings. Once the intensive mechanism is formed, it will act on the organization system itself internally enabling the organization functions to be in a certain state and further influence the existence and development of the organization. The colleges shall establish and complete a fair and scientific assessment and evaluation system to comprehensively assess educational teaching, scientific research performances of the teachers, and the assessment results will be taken as the important basis for teacher employment, promotion, rewards and punishments. Stress on the actual performance and encourage contending for first place, inspire teachers’ self-discipline, give full play to teachers’ work motivation, initiative and enthusiasm, prompting them to consciously put the time and energy into the education on and teaching of national concept.

2) *Promote education with examinations and promote learning with examinations.* Including the course “National Theory and National Policy” in the national unified examination, carefully organizing propositions, examinations and paper marking; attract the attention of the teachers and students on the teaching of national theory and national policy. As a result this will stimulate the enthusiasm of the broad masses of teachers and students in teaching and learning through strict assessment. Besides, the knowledge on national theory and national policy may be assessed in the post-graduate entrance examination or civil service examination to increase the importance attached by the society to the knowledge of national theory and national policy, forming a good social atmosphere of conscientious learning and establishing a correct national concept.

D. Expanding Channels, Innovating Methods and Creating a Communication Mechanism

1) *Give full play to the educational function of campus culture with the carrier of activities.* For the particularity of national pre-college students, the colleges may organize featured campus cultural activities to carry forward excellent

traditional culture of minority themed “national features”, “national unity” and “harmony and integration” to meticulously design, actively carry out and vigorously create a good atmosphere of national unity. This will imperceptibly carrying out education on the national concept of national pre-college students. They shall also actively organize national pre-college students to carry out “three rural areas” and other social activities so that the national pre-college students may walk out of the campus to actively participate in socialist construction, to help them to get to know the national situation correctly, strengthen their conviction on socialism, define historical mission shouldered by them and improve the ability of self-education.

2) *Set up network platform and give play to the technical roles of new media.* The colleges are responsible for constructing an attractive and influential website themed education on the national concept to guide the national pre-college students to establish correct outlook on the nation, religion and values. Centering on the major national issues, the colleges shall dare to comment brightly via the website and make active and correct public opinion guidance, dare to criticize wrong statements, reveal the nature and ulterior motive of reactionary ideological trend, immediate and timely clean up adverse impact of wrong and harmful information on the students. The website shall have a prominent feature, for example, establish “national customs”, “National Book Network”, “Home of Pre-college Students” and other themed websites or featured columns to carry forward the minority culture. The colleges shall take the initiative in establishing forums, WeChat groups, qq groups, microblog and other interactive platforms to provide the students with a convenient path of ideas exchange. The competent department may also learn the views of students on the hotspots and solve uncertainty of students in thinking.

3) *Carry out mental health education, and strengthen humanistic care for national pre-college students.* The colleges shall actively carry out mental health education in various forms such as special lectures, blackboard newspaper, broadcast, psychological counseling, etc. so that the national pre-college students master necessary mental health knowledge, so as to help them to know and master themselves correctly, grasp the correct methods of easing the bad feelings, effectively adapt to the external environment, lighten the inner contradictions and conflicts, avoid a variety of adverse frictions and construct a peaceful and harmonious campus. When strengthening the education by positive example, the teachers shall pay attention to implementing the national policies of the party, caring the students’ life, solving the practical problems faced to the national pre-college students in the life and learning, enhancing students’ psychological identity and improving effect of education and teaching.

V. CONCLUSION

Strengthening the education on the national concept of national pre-college students and improving the effectiveness of educational administration is a subject with theoretical significance and practical value. With the development of the practice and promotion of understanding, this issue will

certainly continue to be thoroughly explored, well-developed, and management on the national pre-college students will be improved.

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