

From Single to Multiple: Shaping the Spectacle of Literary Education in Higher Vocational Colleges in Multi-ethnic Areas of China

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Abstract: This essay deals with the problem of shaping of multiple spectacle of literary education in higher vocational colleges in multi-ethnic areas in China. The theoretical basics from Guy Debord's the famous book "La Société du spectacle", desire to shape the plural spectacle of literary education which is harmony of literary imagination and educational imagination, presentation of plural, open, harmonious and symbiotic literary education scenes. The article states that literary education of China's vocational colleges is greatly affected by the market economy, and teaching has the characteristics of utilitarian meaning, Optimizing the educational environment and reforming methodic impart to the presentation of a diverse literary education landscape. This paper proposes four "returns" to promote the presentation of a pluralistic educational spectacle, such as returning to the basics of life, the context of developing regional cultural, the context of living, and aesthetics.

Keywords: Literary Education; Spectacle; Multi-ethnic

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1. Introduction

The word, spectacle (landscape), is famous for Guy Debord's famous book "La Société du spectacle", spectacle refers to an objective scenery that is displayed. Spectacle theory is mainly used to explain social illusions. In recent years, Spectacle research has been constantly studied. Spectacle is mainly used in the design research of garden landscape, with rapid urbanization exhibition, there has been called "the second nature" because city spectacle demand is higher and higher, the demand of society to the professionals engaged in landscape design. (Chunyan Shi, 2015) In recent years, landscape studies have also been applied to the field of teaching, and in areas where multilingualism and multiculturalism coexist, It is conducive to the formation of spectacle. Yet this denial of societal multilingualism ignores the very real situations created by global migration patterns reflected in the linguistic landscapes on display in contemporary urban settings. (Hancock, A 2012) Articles of this Special Issue provide a various view on the tensions, challenges and changes going on in universities. Using different methodologies and theoretical references they offer a rich picture of the changing university landscape (Andrea Bonaccorsi • Cinzia Daraio • Aldo Geuna, 2010) Some research should be used to study pedagogical research in home education. (Aaron Hirsh, 2019) It can be seen that spectacle theory has gradually become an important theory focusing on the teaching of multilingual regions, but the results of applying spectacle theory to the teaching of literature in vocational colleges and universities are relatively small.

2. Theoretical bases

Spectacles is an objective scenery that is displayed. In modern production conditions, the ubiquitous social life unfolds as a spectacle, and the images separated from life converge into a river spectacle. (Guy Debord, 2017). According to his theory, the spectacle is divided into "concentré" spectacles and "diffuse" spectacles. Later, he proposed the concept of "comprehensive" spectacles. The "concentré" landscape discourse is single, and the listener is mainly subordinate to the speaker's consciousness; The comprehensive

spectacles is diverse in context and dimension, and the comprehensive spectacle is integrated into the self and constantly constructs a new reality. The comprehensive spectacle realizes its due social value through constant dialogue with the outside world and the self. A comprehensive spectacle of ecological harmony is the pursuit of literary education. The spectacle literary education is the harmony of literary imagination and educational imagination, and the presentation of pluralistic, open, harmonious and symbiotic literary education scenes. In this spectacle, teachers and students return to the origin of life, the aesthetics of literature. The teaching methods keep pace with the times, and literary education has sustainability and strong vitality. The generation of diverse literary spectacle is closely related to many factors, mainly including the selection of literary reading texts, the use of teaching methods, and the stimulation of students' self-awareness, improvement of the education system, and so on.

3. Teaching landscape in higher vocational colleges

3.1 Monolithization of the teaching landscape

At present, there are still many drawbacks in China's multi-ethnic areas vocational college literature education. Some literature teachers are not passionate about literature in class. Some ethnic minority students begin to study university literature courses after entering vocational colleges, and although some students are active in class, they are not highly motivated to read literary texts after class, or some students are unable to fully read literary texts because of heavy coursework that squeezes the time for literary reading. The educational space and living space are separated from each other, when the artistic appeal of literature does not really infect the hearts of students as a result literature has not become a tool for thinking about life or observing society. literary education is not effective. These drawbacks have brought some negative effects, leading to literary education is not sustainable with weak vitality.

3.2 Utilitarian color of literary education.

Higher vocational education is not only a university education that focuses on vocational skills training, but also on cultivating people's way of thinking. It is a comprehensive education system that integrates practice and ideology, whose development is influenced by many factors such as politics, economy, culture and discipline. In the high-productivity market economy, the literary education of vocational colleges has a strong market-oriented operation color. Some college students have obtained master's and doctoral degrees in literature and obtained the qualification to enter vocational colleges as literature teachers. But many of them do not really love literature. Taking the language education major of higher vocational colleges in Chongzuo City, Guangxi, China, as an example, there are not many teachers who really enjoy literary reading and creation. In the current major social context of China's promotion of deepening the market economy, the promotion of high-productivity market economy makes the literary education in vocational colleges carry the color of market-oriented operation.

Table1. Statistics of professional interest of literature teachers

	Love	neutrality	Don't like
Teacher of ancient literature	1	2	0
Teacher of modern literature	1	2	0
Teacher of foreign literature	0	3	0
Literature teacher in secondary vocational	2	8	1

Source: Interest of literature teachers in higher vocation colleges in Chongzuo City, Guangxi, China, 2022

According to my statistics, only 20% of the total number of teachers in the city's vocational colleges like literature, while 21% insist on reading literary, and even fewer go on engaging in literary creation, accounting for only 8.6% in higher vocation colleges in Chongzuo City, Guangxi, China, 2022. After literature teachers enter the workplace, most of these literature teachers who do not like literature can change their roles in time. And according to the needs of the talent market and the needs of actual teaching, literature teachers set corresponding literary teaching objectives, teaching tasks and teaching content. But the utilitarian work attitude and literary teaching concept of literature teachers have not really ignited students' literary enthusiasm and comprehensively stimulated students' passion for life.

Table2. Student Selection Literature Education Major Intention Questionnaire

	interested	neutrality	Don't interested
Class of Literature Education 3	20	22	8
Class of Literature Education 5	27	12	10
Class of Literature Education 7	24	26	7
total	71	60	25

Source: Interest of literature teachers in higher vocational colleges in Chongzuo City.

Strongly impacted by the market economy, students of literary education in Chinese vocational colleges also have a strong utilitarian color in their choice of majors. On November 22, 2022, I selected 155 literature education students from three classes of higher vocational colleges in Chongzuo City, Guangxi Province, with good to medium and poor grades, to conduct a questionnaire survey on their professional intentions. Among them, the class with the best grade score is 2021 Literature Education Class 5, the middle grade is 2021 Literature Education Class 3, and the worst grade class is 2021 Literature Education Class 7. This can be seen from Table 2 the proportion of students majoring in literature education in Chinese vocational colleges who love literature before entering the school is not high. And most students have an indifferent attitude towards literature, choosing this major because this professional exam is relatively easy to pass, or to find a good job in the future and other utilitarian factors.

Table3. questionnaire for literary reading interests of students majoring in literature education

	interested	neutrality	Don't interested
Class of Literature Education 3	29	14	7
Class of Literature Education 5	30	11	8
Class of Literature Education 7	26	24	7
Total	85	49	22

Source: Interest of literature teachers in higher vocation colleges in Chongzuo City,

According my statistics, after one year of professional training in literature education, although the number of students interested in literature has increased from 71 to 85, and 54.8% of the total number of students interested in reading literature. But the proportion of students who are neutral in literature and interested in literature is still large, accounting for 45.1%. These students, who were not enthusiastic about literature, became primary school language teachers at the village level after graduation, and continued the utilitarian primary school language teaching. Utilitarian literary education creates a vicious cycle between the literary education profession in vocational colleges and the primary language education at the township level.

3.3 Over-canonization of literary reading

Dimensional singularity and over-canonization of literary text interpretation. At present, literature teachers in China's vocational colleges have drawn up reading plans for students' works mainly around the textbook. Teachers of ancient literature combine the content of textbooks and give students a reading list of literature in chronological order. Historical development has never developed in a straight line, and so has the development of literature. Advocating classic reading in reading education can improve the efficiency of reading and quickly improve the aesthetic level of readers, but the single-line literary history education and reading guidance in time order is easy to mislead students. And it is easy for students to form a simple understanding of literature, mistakenly believing that Chinese literature is developing in a straight line with the development of the times. In the teaching of ancient literature in the direction of time, literature teachers constantly strengthen the classicistic of excellent literary works. Teachers pay excessive attention to the teaching guidance of classical reading of ancient literature, neglecting the examination of popular literary works, so that students lack a comprehensive and scientific understanding of ancient culture and social and historical life. Many students have aesthetically imagined ancient literary classics, breeding the idea of respecting antiquity. To a certain extent, this affects students' correct judgement of the literary nature of modern literary works.

3.3 The lack of regional culture and national cultural vision in literary education

In the literature education of Chinese vocational colleges, teachers have a strong hierarchical awareness in the choice of reading texts, teaching content and subject teaching. Insufficient attention has been paid to regional literature and ethnic literature in vocational colleges in China's multi-ethnic areas. According my statistics in November 2022, in the literature education of the higher vocational college in Chongzuo City, Guangxi, there are very few schools that offer relevant courses, only 1 of the 20 teachers majoring in literature education consciously mentioned local cultural knowledge in the literature class.

Table4. Statistics table on the number of teachers who use knowledge of regional culture in teaching

course	Number of teachers	Teachers who use textbooks of local culture	Teachers who know the knowledge of local culture	Classes involve teachers of local cultures
ancient literature	3	0	1	0
modern literature	3	1	1	1
foreign literature	3	0	0	0
Secondary vocational school language	11	0	0	1

Source: Interest of literature teachers in higher vocational colleges in Chongzuo City, Guangxi, China, 2022

The hierarchical consciousness of literary education in China's vocational colleges is also reflected in the fact that many literature teachers have a tendency to discriminate in disciplines. Many literature teachers believe that literary disciplines such as modern literature and ancient literature are compulsory courses in the literature major, folk literature is not strong artistic in literature and should not be included in the compulsory courses of literary education. Among the language education majors in Chinese vocational colleges, only a few colleges include folk literature as a compulsory course. The literature classes of vocational colleges call for the return of folk literature.

In multi-ethnic areas, ethnic education is the soul of local education. But due to the insufficient attention paid by some vocational colleges to the popularization of ethnic literature, many literature teachers and students have prejudices against the study of ethnic minority culture, so that the knowledge of ethnic literature in these areas cannot be widely popularized. The identity consciousness and life consciousness of ethnic minority students are in a state of silence. The vision of examining literature, living and life tends to be simplified. The situation of inheriting ethnic culture is relatively grim.

4. Method of Construct multi-dimensional literary education landscape

4.1 Construct and develop right relaxing space for teachers ' growth

Constructing and cultivating a good liberal growth space for literature teachers is the foundation to ensure that literature education returns to the standard. Some literature teachers have a single teaching method and do not pay attention to students in class. The reason is that literature teachers' self-awareness of life has not been awakened and their enthusiasm for work has not been stimulated. We should establish a system of human resource management conducive to the growth of talents to ensure the payment of teachers' treatment and wages, while schools constantly improve the welfare of employees to make teachers feel at ease in the literary education work in higher vocational colleges. Integrate administrative affairs to reduce repeated administrative orders, the burden on teachers, unnecessary administrative tasks, while providing enough time and space for teachers to feel at ease in teaching. vocational colleges urgently need to establish a scientific, flexible, multi-dimensional and sustainable evaluation system suitable for the development of higher education.

4.2 Innovative teaching methods.

Literature teachers explore scientific and effective language teaching methods as an important way to promote the presentation of a pluralistic, harmonious and open comprehensive teaching spectacle of language. Literature teachers should integrate and excavate the content of literature textbooks to guide students to learn the content of textbooks with their own sense of life teaching with their own sense of life, rather than solely to complete teaching tasks, to achieve "four returns" in literature education.

Return to the basics of life. The essence of literary education lies in stimulating the living consciousness of life and self-awareness. When teachers regard literature teaching as an important carrier for disseminating national culture and national cultural knowledge, and an important platform for students. He will take the initiative to devote himself to literary education, to consciously change teaching methods and drive the awakening of more students' life consciousness with the awakening of self-life consciousness. When literature teachers explain literary works, teachers should interpret the reading feelings of literature with their own life experience to infect students with real life experience, telling the charm of textbook with the truth of life of himself. Students are moved by the teacher's literary enthusiasm and literary charm in the class, and subconsciously transform the infectious power of literature into the driving force of life. When studying the poem of Rabindranath Tagore, a literature teacher should choose his masterpiece "Let life be beautiful like summer flowers" and read and recite the poem with students. Teachers let students integrate into their own life experience to feel the artistic charm of this poem. In the poem, the poet not only expresses the shortness of life, but also present the loneliness of the striver, the indomitability to fight against fate and the persistent pursuit of perfect love. Teachers encourage students to express their true feelings about reading the poem in their own words and share it with everyone in writing and orally. Only by combining the life consciousness in literary texts with the life consciousness in real life can literary education resonate, and literature can touch students with its unique artistic charm.

Return to the context of developing regional culture. The literary education of multi-ethnic higher vocational colleges is a part of the development of regional literary education. And only by returning to the development context of national literature and integrating with the context of regional cultural development can it be possible to establish a sustainable development of literary education. In addition to sorting out the context of Chinese literary history, literature teachers should also grasp the development context of regional literature, paying attention to the development of multi-ethnic literature in local society, and reintegrating the content of literature teaching, form a unique understanding of national literature and regional literature. Literature teachers encourage students to deeply

observe the lives of local people to truly reproduce regional culture, recommend student works with excellent literary achievements to be published in local literary journals. And they encourage students to actively participate in various literary activities organized by local literary associations.

Return to the context of living. Teachers of ancient literature paid great attention to literacy teaching, interpretation of texts and memorization of texts. As a textbook for literary education, the *Book of Poetry* has been widely recited. After the founding of the People's Republic of China, literature teachers inherit the ancient method of combining education with emphasis on literary history and text reading. Pingyuan Chen, a famous professor at Peking University, once expressed that the key to literary education lies in "reading books", not in reading textbooks. And students should explore under the guidance of teachers. (Pingyuan Chen,2021) Art texts and activities based on their interpretation are the core of the multicultural literary education. (Jana Kusá*, Jana Sladová, Kamil Kopecký, Miloš Mičoch,2013). However, if literature teachers only pay attention to text reading, taking appreciation as the core of literature teaching, while ignoring the cultural background and historical background materials related to the work, which often makes students have a simplistic understanding of literary phenomena, or even misunderstanding. Literature teachers should let the interpretation of texts return to the field of life, a specific cultural field, and a specific historical field. Only in this way students can correctly grasp the lyrical way of writers and the emotional connotation of their works. When the teacher explains Congwen Shen 's novel "Border City", he can explain the concept of marriage in literary works from the perspective of folk customs in Western Hunan Province, and Cuicui's choice of Erbao in the novel which is just a true reproduction of the Hmong people using songs as a medium of marriage. The return of literary education to life not only refers to returning to the life field of writers, and the life field of the characters in the works, but also returning to the life field of readers.

Return to aesthetics. The aesthetic properties of literature are the most important characteristics of literature. Through reading literary works, readers can awaken their life consciousness and social thinking to stimulate readers' yearning for beautiful things, lashing out at ugly phenomena, and unremitting pursuit of life ideals. The beauty of literature is mainly contained in the imagery and typical image of the work. Li Bai's poem "stare the Waterfall of Mountain Lu" portrays the image of the Waterfall of Mountain Lu cascading down with the techniques of exaggerated and meticulous observations which shows the beauty of the scenery of motherland, which makes us immersed in it. The novel shows the beauty of literature and art by shaping the typical personality in story. We deeply reflect on the ugliness of human nature and the evil of human nature through Lu Xun's description. Literature teachers should teach from the external and internal skills of literature, so that students can fully experience the artistic beauty of literature. The development of modern society is rapid. The forms of literature are becoming diversified while the extension of the concept of literature is expanding day by day. literature teachers should constantly expand their thinking, paying attention to the artistic charm of folk literature, and the artistic charm of popular literature.

5. Conclusion

At present, the literary education of China's multi-ethnic areas vocational colleges is greatly affected by the market economy. And its teaching carries the characteristics of utilitarian meaning. Influenced by traditional Chinese history and culture, some literature teachers choose literary texts with disadvantages such as over-canonization and obvious hierarchical awareness, excessive attention to the interpretation of literary texts. Literary imagination is more simplistic and flat. And the spectacle of literature education presents a single dimension. The reasons for the one-way literary spectacle of literary education in China's vocational colleges are complex, closely related to the factors like the improper selection of teaching methods by literature teachers, history, culture, and education systems. To solve these problems, it is necessary for management departments and literature teachers to make long-term efforts to continuously improve the operational mechanism of literary education .Literature teachers should return to the origin of their own life and the aesthetic characteristics of literature, starting from the method of reforming literature teaching, to constantly innovating the method of literary education. The teaching not only pay attention to the aesthetic characteristics of literary texts, attaching importance to text reading, but also to the cultural background and life context, and striving to make literature classrooms connected with the historical field and life field of cultural development, and constantly to stimulate students' literary imagination and creativity, so as to promote the generation of a diversified literary education spectacle.

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