

# Research on the Development of Bilingual Teaching for Ethnic Minorities Under the Environment of Modern Educational Technology

Fangwei Huang

School of social sciences, Changsha University of Science & Technology, China

2377880597@qq.com

**Abstract.** under the background of multi-nationality, multi-language and multi-language in our country, the bilingual teaching of ethnic minorities is an important content and way of national education in our country. Under the background of vigorously carrying out modern educational technology in our country, the bilingual teaching of ethnic minorities in our country is facing brand-new opportunities and challenges. With the development of modern educational technology in China, China has begun to realize that modern technical education plays a prominent and positive role in bilingual teaching. Modern educational technology is also an important channel and way to solve the current bilingual teaching problems of ethnic minorities in China. With the development of modern educational technology, the educational model of our country presents a variety of characteristics. In addition, China's modern educational technology also has the advantages of high efficiency and low cost. Therefore, in order to improve the quality of bilingual teaching of ethnic minorities in China, we must pay attention to the application and development of modern educational technology, and we must also improve the theoretical system of informatization of ethnic minorities in our country.

**Keywords:** modern educational technology, ethnic minorities, bilingual teaching

## 1. Introduction

With the vigorous development of Internet technology and big data technology, China's modern educational technology has gradually entered a new stage. At the same time, our country also began to realize that, due to historical reasons and reality, the development of minority education in our country shows a certain degree of lag. At present, the outstanding problem reflected in the minority education in our country at the present stage is the bilingual teaching in the minority areas. Moreover, there are many problems in modern bilingual teaching of ethnic minorities in China, such as the lack of bilingual teaching teachers, backward modern educational technology, teaching quality to be improved and so on, which also hinders the steady development of education in ethnic minority areas.

## 2. The Significance of Bilingual Teaching for Ethnic Minorities

### 2.1 Maintaining National Unity and Political Stability

Bilingual teaching is a scientific and efficient means to promote the unity and peaceful coexistence of different ethnic groups. Both western and eastern countries have made it clear that bilingual teaching can help different nationalities achieve equality and unity. At the same time, through systematic bilingual teaching, it can not only enhance the communication and exchanges between different ethnic groups, but also enable ethnic minorities to better understand the current national political system and establish correct political concepts [1]. Throughout the world, bilingual teaching is not only a bridge for different ethnic groups to communicate and communicate, but also a link for the coordinated development of different ethnic groups. Bilingual teaching is not only the most valuable means to promote unity and peace, but also the best way to coordinate the peaceful coexistence of all ethnic groups, both for the country and for the nation.

## 2.2 Promoting the Economic Development of Ethnic Minority Areas

Language is not only a means of communication between people, nor is it just a tool to convey ideas, it is also the carrier of ideas. Generally speaking, language not only expresses people's inner thoughts, but also reflects people's psychological activities. If ethnic minorities can not only master their own language, but also understand the Han language, then they have two sets of means of communication, it can be said that they have two kinds of thinking tools. Therefore, they can not only communicate with their own people, but also communicate with more races, which means the improvement of their language ability, but also the improvement of their overall quality [2]. There is no doubt that with the improvement of the level of education, there will be more and more bilingual talents in ethnic minority areas, which also means that their comprehensive quality will be improved accordingly, so as to promote the economic development of ethnic minority areas.

## 2.3 Inheriting, Developing Minority Culture

Language is not only a necessary means of daily communication, but also an effective way for people to spread culture. If we carry out Chinese education in these minority areas, then more valuable minority culture can be spread to all parts of the country [3]. Chinese education is not only the dissemination of Chinese and Chinese characters, it also spreads the precious culture of ethnic minorities. In addition, bilingual teaching can not only promote the communication and communication between the Han nationality and ethnic minorities, but also promote the cultural integration and development between the Han nationality and ethnic minorities. As we all know, if any culture cannot be passed on, it will disappear sooner or later. Therefore, if we want to inherit, develop and prosper minority culture, we must strengthen bilingual teaching, which has laid a solid foundation for the development of minority culture in the later period. Throughout the long river of history, every national culture has more or less benefited from other national cultures [4]. Bilingual teaching provides greater opportunities for the spread of minority culture and Han culture.

## 2.4 Enhancing the Sense of National Identity

As we all know, our country is a multi-ethnic country. With the development of our country, the party and the government have taken a series of scientific and efficient measures, such as regional ethnic autonomy, which not only promotes the equality and unity of all ethnic groups in our country, but also alleviates the ethnic contradictions left over from the history of our country. However, in real political life, it is also a fact that the national identity of some ethnic minorities is higher than that of the state. In our country, the unity of all ethnic groups and the emergence of a sense of national identity is not only an important prerequisite for patriotism, but also the basis for our reunification and peace, but also an important guarantee for the long-term stability of our country. Strengthening bilingual teaching in ethnic minority areas can not only enable ethnic minorities to better inherit and carry forward their own culture, but also help them to better understand the political, economic and cultural systems of our country [5]. Effectively participate in the political life of our country, resulting in a higher sense of national identity.



Figure 1. The Significance of Bilingual Teaching for Ethnic Minorities

### **3. The Present Situation of Bilingual Teaching for Ethnic Minorities**

#### **3.1 Insufficient Investment in Education Funds and Supporting Measures**

The key areas for the implementation of ethnic minorities in China are ethnic minorities in remote areas of our country. Due to the geographical location and historical environment of these minority areas, the level of educational development in different minority areas is also different. At the same time, the total population base of many ethnic minority areas in China is relatively small, and the culture and religious beliefs of ethnic minorities in many areas are very different. At present, the education funds in our country are mainly allocated according to the per capita proportion, which also leads to the small amount of education funds received by the ethnic minorities in these remote areas [6]. In addition, because of the vast territory of these areas and the small population of ethnic minorities, this has also led to the sparsity of these remote minority areas, which will also greatly increase the cost of education. If our country only depends on the per capita proportion to invest in education, then these ethnic minority areas will be difficult to gradually keep up with the level of education in developed areas.

#### **3.2 Lack of Understanding of Bilingual Teaching**

The main purpose of bilingual education in ethnic minority areas is to enable ethnic minorities to learn two or more languages, so that ethnic minorities can communicate with other ethnic groups. This can also enable ethnic minorities to better participate in the process of socialist modernization. At present, the process of globalization is gradually accelerating, which has a high probability of leading to some changes in the spread of culture. Moreover, the background of globalization will also have a variety of effects on the culture of ethnic minorities. However, at present, some education departments and school leaders in China still do not have a deep understanding of bilingual teaching, and they do not even understand the significance of bilingual teaching of ethnic minorities. This also leads to the vague positioning of bilingual teaching in many minority schools, and even many schools do not attach importance to the construction of bilingual teachers [7]. At the same time, some school teachers do not attach importance to bilingual teaching, and can not even guarantee the class hours of bilingual teaching, which will greatly affect the quality of bilingual teaching.

#### **3.3 Insufficient Teachers and Resources for Bilingual Teaching**

In many minority areas, the overall quality of teachers is low, among which the most prominent problem is the shortage of bilingual teaching teachers. Especially in some remote ethnic minority areas in China, the economic conditions are relatively backward, and schools do not have enough educational funds to employ a large number of teachers, which also leads to the low quality of bilingual teaching in many ethnic minority areas. In addition, the bilingual teaching resources in ethnic minority areas are also insufficient, which is mainly manifested in the use of bilingual tools. The shortage of bilingual teaching materials and bilingual network resources. At present, the existing bilingual learning resources of many ethnic minorities are far from being able to meet the requirements of bilingual teaching in ethnic minority areas [8]. At the same time, due to the different geographical location and social culture, ethnic minority students in different areas also have great differences in cognition. However, most of the bilingual textbooks in our country adopt the way of unified compilation, which does not consider the differences of students' learning background, which often leads to great pressure on minority students in the process of learning and compiling bilingual textbooks.

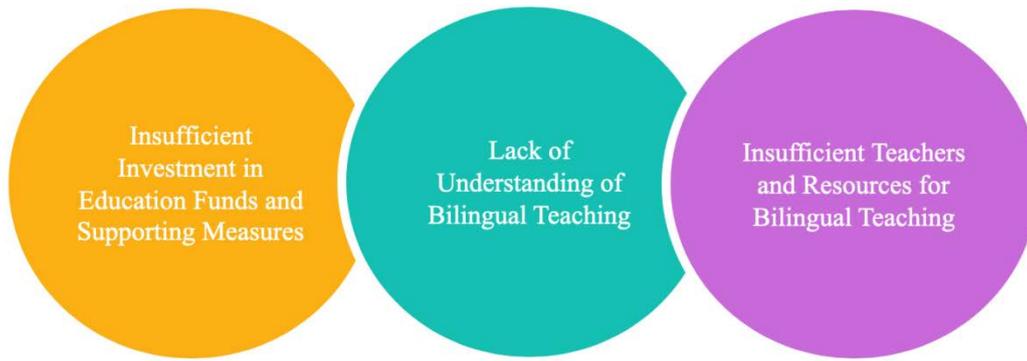


Figure 2. The Present Situation of Bilingual Teaching for Ethnic Minorities

## **4. The Influence of Modern Educational Technology on the Development of Bilingual Teaching for Ethnic Minorities**

### **4.1 The Influence of Modern Educational Technology on the Views and Behaviors of Bilingual Learners**

On the one hand, modern educational technology can break through the limitations of time and space, and can learn any course at any time and anywhere. This flexible and convenient teaching model provides good conditions for learners to learn, and it can also help students choose courses according to their own interests. On the other hand, modern educational technology has realized the interaction of learning forms. Specifically, with the use of modern educational technology, students and teachers can communicate and interact through the network, which also shortens the distance between teachers and students. It provides a realistic basis for teachers and students to build a good relationship between teachers and students. Therefore, the use of modern educational technology can inject power into the reform of bilingual teaching in our country, and it can fully realize the individualization of bilingual teaching form. At the same time, the use of modern educational technology, but also according to the needs of different learners to customize a variety of personalized learning environment and learning resources, which also provides a more efficient way for personalized bilingual teaching in China [9].

### **4.2 Modern Educational Technology is a Scientific Way to Solve the Problems of Bilingual Teaching**

Due to the particularity of the geographical location and life style of ethnic minority areas in China, the quality of education in many ethnic minority areas is difficult to improve, and the cost of education in ethnic minority areas is also very high. Although China has made great efforts to build schools in ethnic minority areas, and our government and education departments have also increased their investment in education in ethnic minority areas, because of the particularity of ethnic minority areas, many school teachers hold several jobs at the same time, even as teachers of many subjects at the same time, therefore, the serious lack of bilingual teachers in ethnic minority areas is the key problem that must be solved in the development of bilingual teaching in ethnic minority areas. At present, with the development of modern educational technology, China's network education resources are gradually rich, which is a great opportunity for China's ethnic minorities. Specifically, with the increasing popularity of the Internet, schools in ethnic minority areas can fully introduce a variety of multimedia and Internet devices to obtain better bilingual teaching resources in order to enhance the interest of ethnic minority students in learning bilingualism. At the same time, ethnic minority students can also use their spare time to log on to major education websites to learn bilingual courses. They can independently choose the degree of difficulty of the courses, and they can also choose the courses they are interested in. This can also

greatly improve the autonomous learning ability of ethnic minority students. Therefore, the development and use of modern educational technology can promote the long-term and stable development of bilingual teaching in our country.

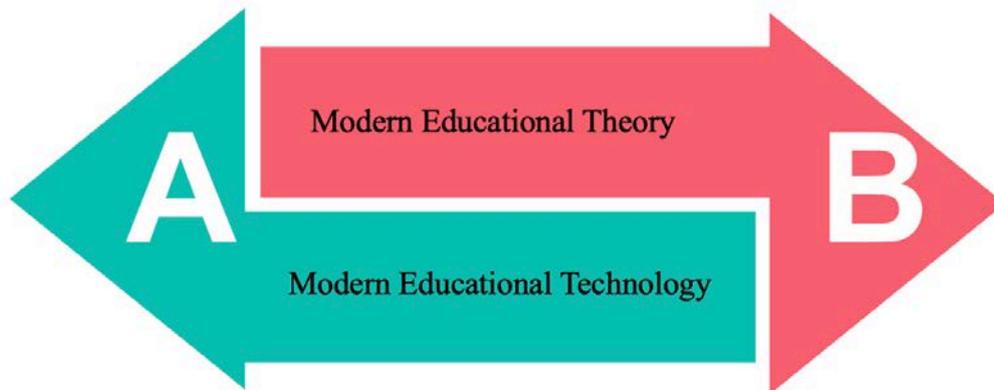


Figure 3. The Connotation of Modern Educational Technology

## **5. Reflections on the Development of Bilingual Teaching for Ethnic Minorities Under the Environment of Modern Educational Technology**

### **5.1 Compiling Bilingual Network Teaching Resources**

With the development of modern educational technology, the importance of network teaching resources is also highlighted. At present, the network education in our country is mainly the network course written in Chinese, and there are few network courses about minority languages. This is also worthy of the attention of the relevant departments of our country. Therefore, the relevant departments in China must collect as many bilingual teaching curriculum resources as possible and publish these bilingual teaching courses on the website. At the same time, in the process of compiling bilingual network teaching resources, we must also be aware of the differences in the cultural background of minority students in different regions. Therefore, we must be in the process of bilingual teaching information. Full consideration should be given to the specific situation of teachers and students of ethnic minorities. At the same time, the web-based courses of bilingual education for ethnic minorities must also conform to the sharing of resources. The characteristics of dynamic and formal diversity of data can facilitate the use of teachers and students in ethnic minority areas [10].

### **5.2 Constructing the Theoretical System of Bilingual Teaching Informatization**

In the current education system of ethnic minorities in our country, how to construct bilingual teaching mode and how to train bilingual talents are the key points of educational development in minority areas of our country. At the present stage, in the process of the development of minority education in our country, our country must explore how to construct the information theory system of minority bilingual teaching with Chinese characteristics. At the same time, China must also realize that only the construction of bilingual teaching information theory system, but also for the later development of bilingual teaching in ethnic minority areas to lay a good foundation. In the process of continuously promoting the informatization of bilingual teaching for ethnic minorities, only the construction of a perfect theory of bilingual teaching informatization is vague, and it can combine the theory with practice organically in order to promote the development of bilingual teaching for ethnic minorities in China.

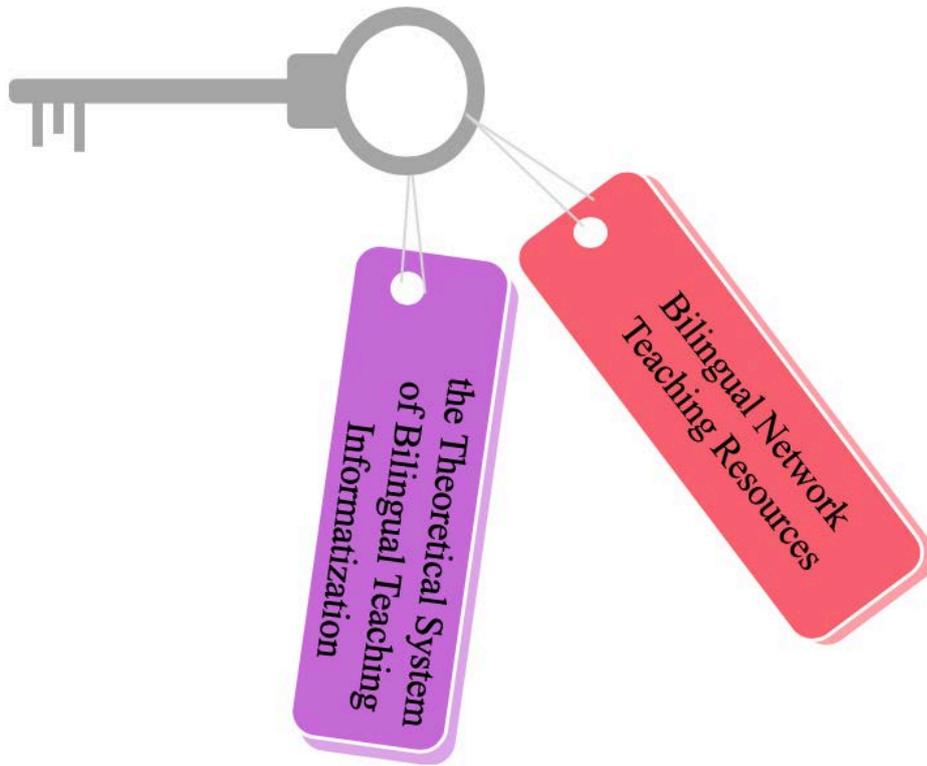


Figure 4. The Key Points of Bilingual Teaching in Minority Areas

## 6. Conclusion

With the development of the Internet, modern educational technology is becoming more and more advanced, and the difference of minority areas in China also determines the necessity of using modern educational technology to carry out bilingual teaching. Therefore, under the environment of modern educational technology, the bilingual education of ethnic minorities in China must proceed from reality and teach students. At the same time, the school leaders and teachers in ethnic minority areas must also pay more attention to bilingual teaching, so as to promote students to improve their enthusiasm for bilingual learning.

## References

- [1]. Li ruzhong. A Review of the Historical Process of Bilingual Education of Ethnic Minorities in China [J]. Journal of Xinjiang Institute of Education, 2009 (01): 7-14.
- [2]. Liu Chengping. A Review of the Research on Bilingual Education of Ethnic Minorities from the Perspective of Language Problems and Resources [J]. Guizhou Ethnic Studies, 2016 (6): 237-241.
- [3]. Wang Shan'an, Yang Xiao Ping. The Connotation, Goal and Educational Model of Preschool Bilingual Education for Ethnic Minorities in China [J]. Preschool Education Research, 2012 (9): 54-57.
- [4]. Zhu Chongxian. On the Teaching Practice and Research of Bilingual Education for Ethnic Minorities in China [J]. Ethnic Education Research, 2009, 20 (5): 96-100.
- [5]. Chu Yuanhui, Hui Jinyu. Research on the Educational Function of Ethnic Unity in Preschool Bilingual Education of Ethnic Minorities [J]. Ethnic Studies in Qinghai, 2019 (2).

- [6]. Wang Yue, Zhao Huichen. Research on the Information-Based Teaching Design of Bilingual Education for Ethnic Minorities [J]. *Modern Education Technology*, 2015 (10): 21-27.
- [7]. Ma Wenhua. Current Situation and Strategic Thinking of Bilingual Education of Ethnic Minorities [J]. *Ethnic Education Research*, 2014 (3): 98-103.
- [8]. Guo Hao. On Bilingual Education and Language Life of Ethnic Minorities in Xinjiang [J]. *Journal of Culture, Storage and Reading*, 2018 (2x): 147-147.
- [9]. Wu Qiyun. Research Status and Development Trend of Bilingual Education of Ethnic Minorities in China [J]. *Journal of Guizhou University for Nationalities: Philosophy and Social Sciences Edition*, 2016 (4): 203-208.
- [10]. Shi Yujuan. On Several Issues of Bilingual Education for Ethnic Minorities in China According to Law [J]. *Asia Pacific Education*, 2016 (33): 283-284.