The Promotion Strategy for the Development of Education in Minority Areas

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Abstract—The development of education in ethnic minority areas is related to the unity and progress and the high-quality economic development of ethnic minority areas. At present, there are many problems in the development of education in ethnic minority areas in China, which have affected the prosperity, strength, harmony and stability of ethnic minority areas. This study analyzes the current situation of the development of education in the minority areas, finds the main problems restricting its development, combines the actual needs of the development of education, proposes effective strategies for the development of education in the minority areas, and explores a new path for the development of education suitable for the minority areas.

Keywords: ethnic minority areas, educational business, promotion strategies

I. INTRODUCTION

For a long time, influenced by many factors such as poor natural environment and lagging economic development, the development of education in ethnic minority areas in China has been very slow, and has been in a relatively backward state. Compared with the development of education in the mainland, there are obvious characteristics of imbalances and insufficiency. As a result, the economic development of minority areas in China lacks endogenous impetus, the industrial innovation vitality is insufficient, and the educational achievements are not outstanding. Furthermore, it has affected the long-term stability, prosperity and stability of the minority areas. The development of education in ethnic minority areas is a key factor related to the sustainability and stability of economic and social development in ethnic minority areas, an inevitable requirement to achieve social equity, and an important embodiment of the implementation of the new development concept and the realization of coordinated development [1].

II. CHARACTERISTICS OF THE DEVELOPMENT OF EDUCATION IN ETHNIC MINORITY AREAS

In recent years, the state has gradually increased its support for education in ethnic minority areas, implemented a series of targeted education policies for the benefit of the people, and relied on modern information network technology to innovate education means, which have promoted the rapid development of education. The education in ethnic minority areas has made some achievements, showing the following characteristics:

First of all, education in ethnic minority areas shows a balanced development trend and has achieved certain social benefits. In 2011, ethnic minority areas achieved the two goals of basically popularizing nine-year compulsory education and basically eradicating illiteracy among young and middle-aged people, vigorously promoted the popularization of preschool education and high-school education, fundamentally solved the problem that children from poor families had difficulty in going to school, and enabled children of poor families to have a fair opportunity to enter school and receive education and successfully complete their studies, which had played a great role in fundamentally blocking the intergenerational transmission of poverty and realizing the comprehensive poverty alleviation and prosperity, and laid the foundation of national quality for the economic development and social harmony and progress of ethnic minority areas.

Secondly, it has continued to increase the investment in education of ethnic minority areas, and the conditions for running schools have been improved significantly. The state has continuously increased its support for the development of education in ethnic minority areas through various means such as preferential policies, investment in education, financial subsidies, and the introduction of informatization education models. On the one hand, it is required to improve and innovate the education and teaching methods in ethnic minority areas and the teaching quality by introducing a large number of high-quality teaching resources from the mainland and adding excellent teachers to the teaching team. On the other hand, it will use financial subsidies and preferential policies to encourage the development of informatization education. By improving the teaching place and environment, building information infrastructure, training professionals, and ensuring the remote education in ethnic minority areas, it may alleviate the lack of educational resources.

Finally, the concept of "informatization +" has been gradually established in the development of education in

ethnic minority areas, and intelligent education has begun to sprout. Through continuous practice and innovation, four remote network teaching modes based on information technology, i.e. observation mode for kindergarten, embedment mode for primary schools, recording mode for junior high schools and live broadcast mode for senior high schools, have achieved actual results in the development of education in minority areas. At the same time, it has introduced a large number of high-quality education resources, fully played the role of high-quality education resources and modern education technology in the mainland, and provided new method of educational development for minority areas, and effectively improved the quality of teaching.

III. PROBLEMS IN THE DEVELOPMENT OF EDUCATION IN ETHNIC MINORITY AREAS

In recent years, the state and governments at all levels have made a series of achievements in promoting the development of education in ethnic minority areas by formulating preferential policies and increasing investment in education. However, due to its own particularity and the lack of sustainability in policy-making, the lack of construction of teaching staff, the large gap in funding guarantee, and the blocked application of information technology, etc., there are many problems in the development of education.

A. Lack of innovation and systematization in policy support

Governments at all levels have formulated a series of supporting policies for the development of education in ethnic minority areas. However, with the single financial subsidy and investment in infrastructure construction as the main focus, they pay attention to the hard facilities for the development of education and focus on the "blood transfusion" function of policies. The lack of policy innovation makes the development of education in ethnic minority areas excessively rely on supporting policies and make their own "blood production" system difficult to perfect and play its role. There is obvious lag in policy-making, most of which are short-term remedial measures for the existing problems in the development of education, lacking overall scientific planning and long-term system design based on the actual situation of ethnic minority areas. And the leading role of policy has not been effectively played.

B. The construction of teaching staff needs to be strengthened

In the minority areas, the number of teachers is still small and the quality is weak. Teachers can't stay, and the number of teachers in primary and secondary schools is seriously insufficient. The level of compulsory education and general high school education in minority areas is low; the quality of teachers needs to be improved; the number of teachers who are undergraduates is less; most of the newly recruited teachers graduate from secondary schools; and the overall quality of teachers needs to be further improved. The

professional and technical positions of teachers in primary and secondary schools in minority areas are separated from those at the middle and lower levels. After teachers obtain professional titles as required, they are hired by the school according to the post situation, which seriously hinders teachers' work enthusiasm and makes it difficult to retain competent excellent teachers due to their high turnover intention. As a result, the teaching quality in minority areas in China is low and there is a big gap with that in the mainland.

C. There is still a big gap in education funds

With the development of education in ethnic minority areas, there is a higher demand for education funds. On the one hand, it is necessary to improve the level of education infrastructure construction, expand the scope of education coverage, adapt to the needs of the overall development of informatization education, rely on the development of modern information technology to introduce more high-quality education resources, and carry out the construction of informatization education infrastructure with a large amount of capital investment. On the other hand, it is necessary to introduce and retain professional, and the development of education cannot be separated from high-quality teaching staff. In order to attract a large number of high-quality education talents to supplement the existing teaching staff through competitive treatment conditions, and to retain high-quality education talents through training and education, life welfare, career development and other aspects of security, a large number of funds are needed.

D. The development of informatization education is hindered

In recent years, governments at all levels have invested a lot of money to promote the informatization work in the education of ethnic minority areas. However, the practical effect of informatization is not satisfactory, and the depth of informatization education is insufficient. The construction of information-based education hardware facilities is insufficient, which is difficult to meet the education needs in the region. In addition, for a large number of remote schools in ethnic minority areas, the informatization equipment cannot be used normally due to the lack of power and network. There is a large gap in the funds for information-based equipment and network operation and maintenance, and the annual capital demand for the operation and maintenance of educational informatization equipment and network has a big gap with the special funds for educational informatization issued by the government. Some educational administrative departments have not provided enough guidance and supervision on the application of informatization in schools, and lack specialized technical personnel to guide the rational and efficient use of informatization equipment. The existing informatization equipment has been idle for a long time. There is no organic integration between competition courses and teaching and research activities and education informatization work. There is a phenomenon of "two skins", and it is just simply to introduce the equipment needed for informatization

education. However, it is difficult to develop informatization education because of its lagging behind in the renewal of teaching concepts and innovation of education methods.

IV. STRATEGIES FOR PROMOTING THE DEVELOPMENT OF EDUCATION IN ETHNIC MINORITY AREAS

A. *Innovating the policy system of educational development in ethnic minority areas and encouraging social forces to set up education*

First of all, it is required to actively encourage social forces to set up education. Private education has achieved remarkable results in expanding the supply of educational resources, providing diversified choices, innovating educational system and mechanism, stimulating educational vitality, etc. It is necessary to continue to actively encourage social forces to set up education. It can adopt the way of group education, adopt the mode of "government + company + private school" for high school education, and the educational administrative department can coordinate and finance the investment of developed economic entity in the mainland, which is the management mode of school principal responsibility system. And the mode of public running and public assistance can be adopted in junior middle school education to promote the rapid development of basic education in ethnic minority areas.

Secondly, it is necessary to adhere to the needs of private vocational education for the target market and social development. The vocational education in ethnic minority areas should be market-oriented, and the secondary vocational school system of cooperation between enterprises and schools should be strengthened. It mainly adopts enterprise financing to carry out the training of skilled talents needed by the enterprise and the local vocational and technical personnel, which not only achieves the purpose of training the skilled personnel, but also deals with the problem of training and promoting employment, and solves the contradiction between the specialty and the demand [2].

Finally, ethnic minority areas should actively strive for the state's support for the development of education in terms of policies and projects. At the same time, it should strive for the policies of teacher establishment, bilingual teacher training and enrollment [3]. For example, it must fully consider the actual needs of education in ethnic minority areas, and expand the number of teachers in boarding education, bilingual education and other education. Through directed education, it is required to cultivate a certain number of bilingual teachers in ordinary colleges and universities every year, and expand the number and quality of bilingual teachers. Also, it must expand the current enrollment plan and professional setting for bilingual high school students in ethnic colleges and universities of independent line recruitment, increase the recruitment plan for bilingual high school students of ordinary colleges and universities, focus on training the professionals in need in ethnic minority areas. After graduation, they will be targeted for employment in ethnic minority areas, and solve the problems of enrollment and employment of bilingual high school students.

B. *Strengthening the construction of teachers and promoting the high-quality development of education*

First of all, it is required to break through the bottleneck of the establishment and activate the evaluation and employment of teachers' titles. The management of teacher establishment in primary and secondary schools should be no longer in one-size-fits-all approach. It is necessary to increase the amount of additional staffing in boarding education, bilingual education and other aspects, and to solve the additional staffing in teacher training, boarding logistics personnel support and other aspects. In the management of teachers in ethnic minority areas, it should implement "county management and school use" [4], break the shackles of the management of teachers' school status, and appropriately improve the proportion of middle-level professional titles and above. The evaluation and appointment of professional titles should be coordinated by the county, and the management of professional and technical titles should be dynamic.

Secondly, it is necessary to improve the salary of teachers in minority areas. First, it is suggested to the state and the province to solve the special allowance for teachers, which is 1200-1500 yuan per month on average, so as to promote teachers to be comfortable and willing to teach. The second is to implement special funds, improve the level of teachers' performance pay, and narrow the gap between the performance pay standard of developed areas [5].

Thirdly, it is necessary to strengthen the construction of training bases for teachers in ethnic minority areas. According to the characteristics of many counties and long front lines in ethnic minority areas, and according to the principle of proximity and relative concentration, the construction of bilingual teacher training center adopts the multi-level setting mode of "one center, multiple areas, and county-level training bases". Different training functions are given by training centers at all levels, forming a multi-level, multi-level and clear-cut teacher continuing education and training system.

Finally, it is to strengthen the training and exchange. One is to send them out for cultivation. In view of the specific difficulties in the construction of the headmaster team in ethnic minority areas, a certain number of reserve cadres are sent to the schools in the mainland every year for on-the-job training to learn the advanced school management and teaching management of the schools in the mainland. Second is "one-for-one" training and exchange. Through the "one-for-one" mode, the outstanding school management cadres of inland schools are invited to serve as the school principal of schools in ethnic minority areas, so as to help schools in ethnic minority areas improve their management level and teaching quality as soon as possible. Third is "one-to-one" training and exchange. The "one-to-one" training and exchange between schools in cities (districts) and counties with counterpart support from ethnic minority areas and the mainland shall be carried out, and the system of teaching research, teaching assessment and evaluation, teaching management and mutual training and exchange of teaching resources shall be established.

C. Perfecting the guarantee mechanism of educational funds and establishing the supporting mechanism

First of all, this paper studies the investment in educational development in ethnic minority areas. In the ethnic minority areas, it is necessary to implement the action plan for education development, combine development and reform, finance and other government departments, raise education funds in a fixed amount and in a quantitative manner, and effectively solve the problem of funding bottleneck in the development of education in ethnic minority areas through regional development and reform commission, finance and education departments.

Secondly, it is required to implement the policy of differentiation in ethnic minority areas. Due to the large area, long transportation remote, poor geographical conditions, many natural disasters, cold weather in plateau, short construction period and other objective reality in minority areas, the financial expenditure shows the characteristics of high administrative operation cost, high construction and development cost, and high public service cost. When allocating the special transfer payment funds for education, it is required to implement the differentiation policy, give subsidies to the construction projects according to the actual cost, and appropriately increase the weight of the difference coefficient of the public service projects in the minority areas.

Finally, it must give special subsidies for the construction of educational informatization. Through informatization remote education, the introduction of high-quality resources in the mainland is an important measure to solve the poor quality of education and low level of school running in ethnic minority areas, and an urgent livelihood event. Under the condition of very limited financial resources, ethnic minority areas carry out education informatization construction by means of financial expenditure on account. However, due to the low financial income and weak regulatory ability, they belong to typical "subsidy type and meal type of finance" and need special subsidy support.

D. Giving priority to the development of educational informatization and promoting the development of education in ethnic minority areas

First of all, it is necessary to increase investment to improve the level of information technology, realize the full coverage of remote network education, strengthen the investment in the construction of information platform, and pay special attention to the construction of information equipment in rural remote and weak schools. With an eye to online training, video teaching and long-remote observation, it is also required to build a platform for remote online teaching and training that integrates heaven and earth, establish a school for management of remote online education in ethnic minority areas, and strive to achieve full coverage of remote online teaching in all disciplines and secondary vocational education in primary and secondary schools.

Secondly, it is necessary to strengthen the training of bilingual teaching skills in ethnic minority areas. The Ministry of education has drawn up a training plan for improving the application ability of educational information technology, and has completed the training of the application ability of educational information technology for primary and secondary school teachers nationwide in three years. However, the training of information technology application ability of various languages and characters in minority areas is a weak link. In the ethnic minority areas, it should increase the research on the training of improving the application ability of information technology in the teaching of national languages and characters, and promote the improvement of bilingual teaching quality.

V. CONCLUSION

In a word, it must deepen remote information education. Efforts should be made to promote the construction of digital education in ethnic minority areas. It is convenient to increase the allocation of informatization equipment, strengthen the training of informatization teachers, and vigorously carry out a series of informatization education activities in minority areas.

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