

# A Study on the Modernization of Basic Education Problems and Strategies in Minority Areas\*

Limei Jia  
Normal College  
Chifeng University  
Chifeng, China 024000

**Abstract**—The modernization of basic education in minority areas is an important part of the modernization of basic education in China, which affects the overall modernization level of national basic education. Based on the investigation on the situation of rural basic education schools in C city, Inner Mongolia autonomous region, it is concluded that the modernization of basic education in minority areas is confronted with such problems as relatively backward educational concept, outdated curriculum content and teaching methods, outdated and low utilization of educational equipment, and the structure is unreasonable of teachers. The modernization of basic education in minority areas should be deepened by changing traditional educational concepts, updating curriculum contents, deepening the reform of teaching methods, maintaining and updating teaching equipment, improving utilization rate and changing educational evaluation and management methods, and building modernized teaching staff.

**Keywords:** *education modernization, minority areas, basic education*

## I. INTRODUCTION

With the acceleration of globalization and the intensification of international competition, educational modernization has become an important way for every country to enhance its comprehensive competitive strength. In February 2019, the CPC central committee and the state council issued 2035 on China's education modernization, which made a medium - and long-term strategic plan for China's education modernization. The document defines the strategic goals, tasks and implementation paths of China's education modernization. China's educational modernization has entered a new and important period.

The basic education in minority areas is an important part of the national basic education. The diversity of human civilization is the basic feature of human society and the basic form of human culture. Basic education in minority areas shoulders the important mission of inheriting minority

cultures and plays an important role in regional economic development and improvement of comprehensive strength in various aspects. The modernization of basic education is the fundamental guarantee to train excellent talents in minority areas. Under the background of education modernization, minority areas should strive to develop their economy and enhance their comprehensive strength in all aspects. The modernization of basic education should keep pace with The Times and rely on the modernization of basic education to train minority talents.

## II. LITERATURE REVIEW

Education modernization is the foundation of national modernization. The report of the 18th national congress of the communist party of China in 2012 clearly pointed out that education modernization should be basically realized by 2020. The fifth plenary session of the 18th CPC central committee further clarified the goal of "making important progress in education modernization"; "National education career" much starker choices-and graver consequences-in planning "proposed" much starker choices-and graver consequences-in "period the overall goal of the reform and development of education is important progress was made in education modernization, education will markedly enhance its overall strength and international influence, promoting our country entering the power of human resources and talent ranks, in order to realize modernization of Chinese education 2030 vision to lay a solid foundation. Ethnic minority areas should carry out the state's education policy, strengthen the modernization of basic education in ethnic minority areas, develop basic education and improve the quality of basic education with the support of the state policy. Premier Keqiang Li, the government work report points out: "we want to develop people's satisfactory education, in order to support national modernization education modernization, so that more children success dream, more families hope" support national modernization "education modernization" argument is put forward, for the development of education in China and pointed out the direction to achieve the goal of value at the two sessions in 2017.

The national medium and long-term education reform and development plan outline (2010-2020)" explicitly pointed out that the education modernization, is to use

---

\*Fund: This paper is the scientific and technological research project of institutions of higher learning in Inner Mongolia autonomous region in 2017, and the phased achievement of the research on problems and countermeasures of the implementation of the "national training plan for primary and secondary school teachers" in Inner Mongolia autonomous region (NJSY17322).

modern advanced education ideas and armed people in science and technology, make the education concept, education content, methods and means, school buildings and equipment, and gradually increase to the modern world's advanced level, cultivate adapt to participate in the international economic competition and the comprehensive national strength competition of new workers and high-quality talents. It includes the modernization of educational concept, educational content, and educational equipment, teaching staff and educational management.<sup>2</sup>Therefore, we should understand the connotation of education modernization deeply and better realize education modernization.

At present, there are some related researches on the modernization of basic education. These studies mainly focus on the connotation, goal, index system and path of educational modernization. However, there are few researches on the modernization of basic education in minority areas of China. The basic education in minority areas has its particularity. Compared with the basic education in the mainland, the overall level of basic education in minority areas is relatively weak. The existing researches are mainly aimed at the general situation of basic education, but there are few researches considering the particularity of basic education in minority areas. So this paper chooses the representative basic education schools in rural areas of C city in Inner Mongolia autonomous region as the research object, and probes into the problems existing in the modernization of basic education.

### III. RESEARCH OBJECT AND RESEARCH METHOD

In this paper, the research area is C city, Inner Mongolia autonomous region, China, which has better basic education in minority areas. Three representative rural schools in C city are selected for investigation. Inner Mongolia autonomous region is located in the north of the People's Republic of China. C city is located in the central part of Inner Mongolia autonomous region. The basic education of C city is better in Inner Mongolia autonomous region. Through questionnaires, semi-structured interviews and participative observation methods, this paper investigates teachers' educational modernization concepts, educational informationization hardware equipment and other educational modernization conditions in selected rural schools, discusses the problems existing in the process of rural basic education modernization in minority areas, and forms solutions and suggestions.

### IV. PROBLEMS EXISTING IN THE MODERNIZATION OF BASIC EDUCATION IN MINORITY AREAS

#### A. *Relatively backward educational philosophy*

When it comes to education modernization, many people will think of computers, Internet, artificial intelligence and other modern equipment. However, the essence of educational modernization is not only the modernization of hardware equipment and educational methods, but also the modernization of educational concepts, that is, the

modernization of software. It is the essence of educational modernization to transform educational thought and cultivate modern talents in line with the requirements of The Times. The educational concept of educational modernization is different from the traditional teaching, which only focuses on memorizing knowledge. It should be combined with the new requirements of cultivating talents, reflect the spirit of modern education, cultivate learners with innovative spirit, and enable learners to be more competitive on the international stage in the future. At present, in the basic education schools in minority areas, although teachers realize that the educational concept should be changed from tradition to modernity, they are willing but not able. They do not know what kind of educational concept is the modern educational concept, and do not know how to embody the modern educational concept in teaching. What should be done in teaching to better reflect the concept of education modernization is the most perplexing problem for teachers. In practical teaching, more teachers are in the form of teaching with modern educational means to teach, teaching with computers is only textbooks and electronic blackboard writing, in the teaching of the essence of the teaching objectives and requirements, teachers still follow the traditional teaching, let students remember the knowledge points, smoothly through the examination. Generally speaking, teachers' educational concept is relatively backward.

Since the reform and opening up, the basic education has been constantly reformed, and the basic education in the minority areas has been constantly reformed with the changes of The Times. But the modern education system needs to adjust and change according to the development of The Times to adapt to the new development needs. At present, the basic education system of ethnic minorities still continues the previous system of primary school, middle school and high school. Although the teaching content has been adjusted to some extent, the overall learning is centered on the high school entrance examination and college entrance examination. In addition, the basic education in ethnic minority areas has been relatively weak for a long time, and the modernization reform process of the education system is slow. In rural schools, in particular, the teaching system has not changed much since more than a decade ago.

#### B. *Obsolete course contents and teaching methods*

The curriculum contents of basic education in ethnic minority areas are not only the national unified textbooks but also the special courses of the regions and schools. The main content of the course did not change significantly over a long period of time. Take the Chinese language course as an example, the classics account for a large proportion of the curriculum, some texts even as long as decades have not changed, is the content that several generations have learned together. In today's eyes, some of the content of the text seems too contemporary and far away from modern social life, it is difficult to attract students' interest in learning.

In terms of teaching methods, many teachers have adopted multimedia teaching and made use of modern

information technology, which is a welcome progress. But most of the teachers in the class only use the multimedia display function, multimedia as an electronic blackboard, the original content of the textbook moved to the multimedia computer. Due to teachers' information technology level is uneven, some of the older teachers' information technology ability are relatively weak, in making multimedia courseware, the courseware of font size, color and layout design is not good enough, it affects the students' study effect, sometimes too much because the words on the projector, students is difficult to seize the key, or courseware text color is not bright, students through the projector is difficult to see clearly the courseware content;

#### *C. Obsolete educational equipment and low utilization rate*

The state has invested a large amount of funds in basic education. At present, the teaching environment and educational equipment in rural primary and secondary schools have been greatly improved. In the schools surveyed, multimedia teaching has been implemented in classrooms, which is a leap forward in basic education in minority areas. However, due to the early configuration time, some multimedia classroom equipment has been obsolete and needs to be updated. Some multimedia classroom projector has been put into use for many years, and the screen brightness is not enough, so students can hardly see the content on the screen. Some schools get ipads donated by the society, fearing that the equipment will be damaged if used frequently. They leave the ipads idle and seldom take them out for students to learn to use, so the utilization rate is very low. During the investigation, we found that these ipads were models of three years ago, and the electronic products were updated very quickly. After being idle, these ipads have become electronic products to be eliminated, which is a great pity.

#### *D. Traditional methods of educational evaluation and management*

The basic education schools in ethnic minority areas are mainly evaluated through examinations, especially the college entrance examination. The university entrance exam has been reformed in some of the mainland's better-educated provinces. However, in minority areas, how to reform the university entrance examination is still an important issue to be studied. Therefore, the evaluation of basic education still focuses on examinations, which results in that students have to focus on knowledge mastery and teachers have to take knowledge teaching as the main teaching method. In terms of teaching management, the school still focuses on teachers' teaching, with more research, but less research on students' learning.

#### *E. Unreasonable faculty structure*

The structure of teachers in basic education in minority areas is complicated. There are older, less-educated teachers, as well as minority teachers. The older teachers have some difficulties in the application of teaching ideas and

information technology, and the minority teachers have some obstacles in Chinese communication.

The educational level of teachers in schools is quite different, and some old teachers in schools are not highly educated, which has certain historical reasons. However, these old teachers have accumulated rich teaching experience in many years of teaching practice, and have a certain level of teaching. In recent years, the newly recruited teachers have gradually improved their educational levels, and more and more postgraduate students have become teachers in rural primary and secondary schools, which has made great contributions to the restructuring of the teaching staff. But the restructuring of the faculty is still a long process.

### V. COUNTERMEASURES AND SUGGESTIONS

#### *A. Modernization of educational philosophy*

The goal of educational modernization is to serve the modernized society and the modernized people. Many rural primary and secondary school teachers in minority areas are old teachers who have been teaching for many years. Although they have a solid professional foundation, they still have the traditional education philosophy they learned in school. In many rural schools in minority areas, few people are willing to teach because of the remote location, resulting in a shortage of teachers. As a result, teachers in schools have more teaching tasks and less opportunity to go out to learn new educational concepts. To some extent, these teachers will continue their long-standing educational concepts. The departments in charge of education in minority areas and the administrative departments of schools should strive to create opportunities for teachers to go out and learn, and invite experts to exchange ideas, so that school teachers can have more opportunities to get in touch with modern educational concepts and update their thoughts, so as to realize the modernization of educational concepts.

#### *B. Updating the curriculum content and deepening the reform of teaching methods*

In the course content arrangement, should add more and contemporary social life related teaching content, adjust the original course content. For example, in the content of Chinese curriculum, students should not only learn the classical texts, but also learn the new works of famous artists in the current era, keeping pace with the development of the society and The Times; Classic text can be learned in class, contemporary is a famous new book can be read in the form of homework for students to learn, so not only retain the classic, but also enrich the new knowledge.

In the reform of teaching methods, teachers should not only pay attention to form, but also use modern teaching methods flexibly from the perspective of promoting students' thinking. The reform of teaching methods is also inseparable from teachers' modern educational concepts and modern technological means. Therefore, educational modernization is interrelated in many aspects, not realized in isolation.

### *C. Maintaining and updating teaching equipment and improving the utilization rate*

Teaching equipment, especially computer equipment, hardware update speed, software in the use of the process is also prone to a variety of problems. Teachers in rural schools in minority areas are relatively weak in information technology, and it is difficult for them to deal with equipment problems. Schools can, according to their own conditions, be equipped with special equipment to maintain teachers, and can also hire a special computer company for equipment hardware and software maintenance, to ensure that teachers in class teaching equipment can run normally, not because of equipment problems delay normal teaching. If conditions permit, the school can hire professionals and experts of computer hardware and software knowledge of teachers training, letting teachers in the basic problems to solve, such not only can save schools employ social company maintain school equipment cost, also can improve teachers' information technology ability, kill two birds with one stone.

In the previous article, I mentioned that a school reduced the use of the IPAD because it was worried that the device would be worn out, leading to the low utilization rate of the device. Try to avoid this. In education, we should set up the correct idea that the equipment serves people, and the educational equipment is to promote students' learning. It is a great waste of resources to simply protect the equipment without using it. In the process of use, equipment problems or damage, are normal losses, do not worry about equipment damage and do not use, such as no advanced teaching equipment, the loss is not worth the gain.

### *D. Changing the methods of educational evaluation and management*

Educational evaluation determines teaching methods. Educational evaluation does not change, teaching other aspects of change is difficult to promote. To change the way of teaching and learning, we should change the way of evaluation and assessment. Local education authorities and schools should take the educational evaluation methods of developed provinces and cities in mainland China as references, reform the educational evaluation, change the traditional examination evaluation methods, and more tend to diversified evaluation. Students are evaluated not only on their test scores but also on other aspects of their performance. However, in rural schools in minority areas, there are some practical difficulties in achieving diversified evaluation. Many students are left-behind children who are raised by generations apart, and their family conditions only meet the needs of students' study in school. Therefore, it is difficult to spend more money to develop students' other interests and hobbies. This is a real problem we have to face. The solution of this problem is not only a matter of time, but also depends on the strength of the whole society and the overall economic development of minority areas.

In terms of teaching management methods, the competent department of education and the administrative department of the school should conduct scientific

management, let those with professional knowledge of education and management engage in management, effectively manage scientifically, formulate reasonable management regulations, deal with teaching matters seriously and flexibly, and truly achieve the modernization of teaching management.

### *E. Adjusting the structure of the teaching staff*

The modernization of basic education in minority areas should focus on people. The modernization of the teaching staff is very important. Through the training of the old teachers and minority teachers, we can change their educational concept and improve their information technology ability. Through the new recruitment requirements, improve the educational level of the faculty. To improve the quality of teachers and modernize the structure of teachers is an important guarantee for the modernization of basic education in minority areas.

## VI. CONCLUSION

The modernization of basic education in minority areas is an important part of the modernization of regional education. With modern education concept as the core, the construction of minority nationality areas in the new period the education modernization, through to the ethnic minority areas based education modernization, exploring the road of modern education, trained personnel in minority areas of innovative, modern, make contributions to ethnic minority cultural heritage and regional construction. Only through the education modernization can realize national modernization.

## REFERENCES

- [1] The State Council. The central committee of the communist party of China national medium and long-term education reform and development plan outline (2010-2020) [EB/OL]. [http://www.gov.cn/jrzq/2010-07/29/content\\_1667143.htm](http://www.gov.cn/jrzq/2010-07/29/content_1667143.htm), 20120729.
- [2] The state council. The central committee of the communist party of China's education modernization 2035 [EB/OL]. [http://www.xinhuanet.com/politics/2019-02/23/c\\_1124154392.htm](http://www.xinhuanet.com/politics/2019-02/23/c_1124154392.htm).
- [3] Shubo Tang. Education modernization 2035: rational thinking and practice path of national education [J]. *Modern distance education*, 2019, (4) :56-67.
- [4] Shuhui Zhang. The dilemma and path of the turn of minority education in Yunnan border area-based on the empirical study of 7 villages in the border area [J]. *Academic exploration*, 2018(03):152-156.
- [5] Ggeneral office of the state council. Guidance on accelerating the development of education in the central and western regions [EB/OL]. [2019-03-15]. [http://www.gov.cn/zhengce/content/2016-06/15/content\\_5082382.htm](http://www.gov.cn/zhengce/content/2016-06/15/content_5082382.htm).