

Study on the Application of Social Networks on Bilingual Education of National Primary and Secondary Science Curriculum in South Xinjiang

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ABSTRACT: Since ancient times, many good places in Xinjiang ethnic one. Colorful scene of language, splendid culture attracts visitors from. But here it is Chinese but relatively poor and backward place, the reason is the brunt of educational factors. Education is the cornerstone of the development of Xinjiang, a matter of national prosperity, people's well-being and the future of Xinjiang. Therefore Ethnic Education in Xinjiang, especially bilingual education is very much up and down of common concern at all levels of leadership. Bilingual education focused in the southern and difficult in the rural areas. This paper studies the application of social networking bilingual education in minority schools in the southern border region and the bilingual education function.

I. Introduction

History and reality have proved that the development of Xinjiang: bilingual education is the inevitable product of social development; promoting national education is high quality sound and rapid development of the historical choice; all ethnic groups are working together, into the modern reality of social life needs; the each national common development and common progress and common prosperity Fuji choice. Strengthen bilingual education in Xinjiang Uygur Autonomous Region is to maintain stable development needs, but also has great strategic significance to build a harmonious Xinjiang, Xinjiang and inland provinces to achieve synchronization off society goals.

Bilingual education in advancing the process, three southern states because the economy is relatively backward, the more remote areas, the Chinese general lack of

communication environment, coupled with the short history of the development of bilingual education, the concept of lag and other objective factors, resulting in Promoting Bilingual Education None ordering, bilingual education is not high quality range of issues. The region has also become a larger implementation of bilingual education in Xinjiang difficult areas. The moment, the three states what problems still exist in promoting bilingual education in the process? What is the reason for these problems is that? How to deal with? Research on these issues would help to seek to improve the level of bilingual education in the southern border region of countermeasures. Accordingly, the researchers chose the region as a breakthrough, comprehensive study of the status quo of bilingual education in the region.

Social networking is social networking activity, derived from the English SNS Translation, Chinese literally translated as social networking services or social networking service, translation is a social networking service. Social networks includes hardware, software, services and applications, since the four-word phrase consisting of more in line with the Chinese people's habits of word formation, so it is customary to use social networks to refer to SNS.

II. Main Problems of Bilingual Education in South Xinjiang

A. Bilingual Teachers Problems

Bilingual Teacher Age structure younger trend more obvious, the large number of young teachers, middle-aged teacher, followed by a small number of teachers aged. In recent years, teachers in special post recruitment of non-majority College Graduates, professional counterparts, although there are many teachers have relatively solid professional knowledge, but not systematically received training in teaching skills, so some teachers can not completely qualified bilingual teaching. Three southern states most minority bilingual teachers have some basic Chinese, but there are still some teachers from the teaching in Chinese, there are still a large gap between them in practical work in addition to classroom teaching and learning of Chinese contacts the opportunity is relatively small, it is difficult to raise the level of Chinese. Many minority bilingual teachers are not standard Chinese pronunciation, Chinese spoken poorly. The three states of bilingual teachers in the individual teachers did not participate in the Chinese Proficiency Test, participated in part, but not too high grades obtained.

B. Problems in Bilingual Teachers Teaching Methods

Three South Xinjiang many bilingual teachers teaching three objectives of the new curriculum is not well understood, teaching lag. Many teachers still maintain such traditional teaching methods to explain the law, but did not implement the new curriculum standards in their teaching advocated diverse teaching methods, such as: group discussions, self-learning and other methods. Teachers still dominated the whole class, students do not realize is the subject of learning activities, and teachers play a leading role in long enough. Also bilingual teachers since the heavy task of teaching a week, less reflection on their own teaching, progressively accustomed to daily self is not very high.

C. Supplementary Information and Teaching Resource Scarcity Problems

Textbook is the foundation and the main basis for classroom teaching, but also an important channel for students to acquire knowledge of the discipline system. The important role of teaching is self-evident, but the outstanding issue three southern states is a teacher of teachers with the utilization of existing books is not high. Xinjiang has a variety of bilingual teaching is not too much, not much choice, to a certain extent, also affected the increase of Bilingual Teaching Quality. At present, various types of audio and video resources supporting the autonomous region of bilingual education, because of funding and manpower problems, the number of still few, especially in favor of the lack of teaching resources students learn and teachers teach, in the hands of teachers teaching only one reference book. We are also hard to find with the textbook-appropriate, realistic reading materials in the bookstore. Therefore, it is recommended to develop regional education department teaching departments to vigorously develop teaching resources, to make up due to lack of teachers and teaching methods evils.

D. Student Learning and Study Habits Problems

Education is to develop good habits, habits that quality, habits affect personality. Through research we found that the vast majority of bilingual classes for their students have high psychological expectations, hope that through hard work of learning, was admitted to Xinjiang junior high school classes, and are hoping to have a high level of Chinese and abilities. But researchers in the process of classroom observation found that bilingual classes, some students did not develop good study habits, such as listening carefully positive thinking habit, the habit of notes in class, independent study habits, learning methods also lack of guidance. In Education in the ability to consciously plan to guide students to master the science of learning, form good study habits, depending on the ideological education of teachers. Modern Education Theory to abandon the traditional knowledge of the container depending on the student's idea, advocated students to actively explore and develop the initiative. This requires bilingual teachers and parents should help students to develop good study habits and the students learn scientific and rational guidance.

E. Parents of Students in Family Education

Family education students will play a certain influence. Found from the survey with the help of a student's academic and auxiliary role of parents have a certain influence. Three southern states most parents due to their own cultural quality, limiting the level of Chinese factors on children learning assistance, counseling limited capacity. The three states some minority parents neglect the child's penitentiary. Parents of the child's expectations are not high, the child's learning management efforts are not in place and there is no influence from the family point of view of the students. For individual students come to school is doing is not clear, there is no high expectations for learning, but do not develop the habit of learning. They did not target students, parents did not give him a given target. In fact, the performance of students and parents that education is relevant.

III. Realization of Social Network in Teaching Activities

A. Use Blog Conducting Educational Activities

Blog, also translated web log, is a normally managed by an individual, occasional post a new article sites. Teachers create your own blog will help strengthen between teachers and students, and teachers exchanges between teachers. Today, China University teaching methods mainly take large classes, compared to teaching in small classes, this approach opened the distance between teachers and students. Due to the large number of classes, the teacher is very difficult to understand each student. This time teacher open blog has become a very necessary thing. Teachers can publish their own curriculum taught at academic view through the blog, while sharing some of the best professional literature and relevant academic report video. Students can also expand the discussion of each log in teachers with teachers.

Meanwhile blog in educational activities in primary and secondary schools can also play a good role. Class teacher narrative can take blog as a platform. Narrative class, namely the class talks about moral education story, it is the class teacher of moral narrative in the process of real-life situations, and its essence is by telling the story of moral education class, understanding the true meaning of a research method of class management. It can be said is also a teacher teaching narrative diary, with the traditional diary is different is that the teaching of narrative should flow between teachers and every teacher through their own teaching narrative inspiration for other teachers of moral education work. Blog make teaching narrative among teachers circulation. Teachers can log blog, to write the story takes place in their classes, and to write their own views and make summary; you can also browse through other teachers' narrative blog, learn from experience, being used in everyday teaching classes.

B. Use Micro-blogging to Conduct Educational Activities

Micro-blogging is a relationship based on the user information sharing, dissemination and access platform and users can through Web, WAP and various client components of the personal community of about 140 words of text updates, and instant sharing. Currently, the popular platforms are micro-blogging, Sina Micro-blogging, Tencent Micro-blogging, Sohu Micro-blogging. Micro-blogging can achieve a good teacher, counselor, etc. to class management, especially for the management of the student counselors. Micro-blogging advantage is that you can exchange information anytime, anywhere, which will facilitate the dissemination of information. Universities and schools have a great need to inform various matters is no longer active in the classroom by teachers convey to students, but school students through their own browsing this website for various matters. If the counselor can open their own micro-blog, and ask students to focus on, then counselor to the notice published anywhere on the micro-blogging school, students can also through mobile phones and other mobile devices any time to understand the requirements of the school. This prevents students because the school did not browse websites, missed all kinds of information.

Micro-blogging micro-group function is for discussion between students with a good platform. Micro-group, micro-blogging group is referred to, is capable of polymerizing with the same hobbies or the same tag friends, all with the corresponding topic all gather in the micro-group inside, so that like-minded students in the form of micro-blog more easily participate and communication. Students can learn their professional affiliations tag among the same students can join micro-group, professional discussion on the go. Class can also establish a micro-group, the group of students can speak their minds, enhance communication between students in the same class. Micro-group discussions are to overcome the problem discussed in the traditional teaching is often limited time, place, students' psychological factors, so that the discussion does not proceed further, the problem is not complete.

Use micro-blogging to expand educational activities, not only can stimulate students' interest in learning, but also active classroom atmosphere. Micro-blogging make learning this activity is no longer becomes monotonous indoctrination, but a new situation brainstorming and collaborative learning, which completely stimulate enthusiasm for learning. Currently there are many schools to start teaching Micro-blogging, these schools teach students with special commencement of micro-blogging, micro-blogging teachers interact with students, teaching and research schools micro-blogging established.

IV. Conclusion

In summary, it is easy to see, educational activities under the social networks and traditional teaching activities, there are many advantages compared to educational activities under the social networks more flexible and convenient, can stimulate students' interest in learning, to promote collaborative learning, cultivate the spirit of teamwork. Teachers in a social network free to ask questions, express, including the exchange of express feelings, to express ideas, reflect on teaching experience, elaborate discussion topics, share their teaching experience. Of course, the education and teaching activities under the social networks there are also a variety of drawbacks, for example, for some self-control, the ability to identify weak students, expand educational activities in social networks will become more difficult. In many remote areas, and the network is not yet universal, in the case where no network is difficult to start teaching blog, micro-blogging teaching and other activities.

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