

A Research on Problems and Optimizing Countermeasures of Science Bilingual Education in Ethnic Primary and Middle Schools in Southern Xinjiang

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Keywords: Southern Xinjiang, Uighur, Science bilingual teaching, Optimizing countermeasures

Abstract: Education is the cornerstone of the development of Xinjiang, which is a matter of national prosperity, people's well-being and the future of Xinjiang. Therefore, the ethnic education in Southern Xinjiang, especially bilingual education, attracts widespread attention of leaders at all levels. Based on the author's teaching and practical experience, this paper analyzes problems in science bilingual teaching in ethnic primary and middle schools in Southern Xinjiang and explores the causes of these problems. Finally, the author proposes optimizing countermeasures to solve these problems.

Introduction

The development plan of bilingual education in pre-schools and middle schools in Xinjiang Uygur Autonomous Region (2010-2020) provides that ethnic primary and middle schools should basically popularize bilingual education by 2015 and minority students accepting bilingual education in primary and middle schools should account for about 75% of all, while the proportion of students accepting compulsory education should be about 80%; by 2020, minority students accepting bilingual education in primary and middle schools should account for about 90%, in which students accepting compulsory education should reach about 95%. This means that bilingual education is not only the focus of current educational reform in ethnic primary and middle schools in Xinjiang, but also the major trend of future development. However, bilingual teaching quality directly affects the success or failure of the bilingual teaching reform in ethnic primary and middle schools. Therefore, should find out common problems and optimizing countermeasures in bilingual teaching in primary and middle schools when we gradually promote bilingual education.

Problems in Ccience Bilingual Teaching in Ethnic Primary and Middle Schools in Southern Xinjiang

Teachers' teaching quality in Chinese is lower and their Chinese expression is not fluent. Teaching in Chinese is the core of bilingual education and its quality will directly affect the quality

of bilingual teaching. Many teachers cannot teach in Chinese well and their Chinese expression is not fluent. In the course of lectures, the author found that many teachers can interpret concepts and principles in textbooks in Chinese, but they are unable to explain relevant teaching examples in Chinese or organize Chinese expression well. In addition, they have many mistakes and problems in Chinese pronunciation, words expression, grammar and so on. To some extent, this will affect students' correct understanding of the teaching content.

The quality evaluation way of bilingual teaching is single and the evaluation criterion is unsystematic. Teaching quality evaluation is an important part of school education and a significant means to ensure the teaching quality. In the process of teaching evaluation, we can find problems and shortcomings in time and promote effective methods. We may continuously improve teaching methods and related measures based on these problems and deficiencies. They are conducive to the continuous improvement of the teaching quality. The prerequisite is that the evaluation criteria must be clear, and scientific, and evaluation methods must be diversified. However, in actual teaching, bilingual teaching quality evaluation way in many primary and middle schools is single. They do not use or have a systematic evaluation system.

Teachers have difficulties to expand the teaching content and students' horizons. Teachers should not only teach students basic knowledge and skills in teaching, but also continue to expand their horizons. Many teachers do well in imparting basic knowledge and skills, but they have difficulties to expand the teaching content and students' horizons. For example, some teachers think they can expand the teaching content in Chinese well and some teachers consider that they can do it better but not ideally. Some teachers think they do it particularly poorly and they have greater difficulties to do it well.

Teaching progress of bilingual classes is behind schedule and teachers have much work pressure. Many teachers reflect to relevant leaders that compared with regular classes, teaching progress of bilingual classes is behind schedule due to students' low level of Chinese and difficult understanding of the content. In order to complete the teaching task, teachers should spend more time and take much effort. To a certain degree, this affects teachers to complete educational and teaching tasks with quality and quantity.

Interaction between teachers and students is insufficient. Interaction between teachers and students will help cultivate students' elaborative faculty and problem consciousness. Therefore, in teaching, teachers should pay attention to interaction with students, "we should leave space for students to think and make a choice. We should not be afraid of students' questions and should develop students' problem consciousness, so that students dare to ask questions and are willing to ask questions." The study shows that many teachers pay attention to interaction with students, but it is mainly limited to raising simple questions. The interaction is not deep enough and students lack the opportunity and space to think. Specifically, in the process of their interaction with students, teachers mention memory questions for many times and ask students to repeat the content in textbooks. They rarely ask question to stimulate students' imagination and creative thinking. As a result, students can read and memorize books, but they do not think creatively about the content.

Students' participation enthusiasm in the classroom teaching is not so high. Students'

development needs their active participation in the classroom teaching and positive interaction with teachers and classmates. The study finds that students' participation enthusiasm in the classroom is not high and this affects their development ability of cooperation, expression and understanding to some extent.

Causes of These Problems

Parents' educational and Chinese level is not high and they cannot cooperate with bilingual teaching well. The survey finds that most parents have positive attitude towards bilingual teaching and they want their children to learn in bilingual classes. However, they cannot cooperate with school teaching and counsel or supervise their children at home, because many parents educational and Chinese level is not high. In this case, although schools take efforts to do it well, they cannot have all-round improvement of the teaching quality.

There lacks an effective interface of bilingual education between kindergarten and primary schools and between primary and middle schools. The linking status of education at various stages will not only affect the overall development of students, but also affect the quality of bilingual teaching. Therefore, in order to improve the quality of bilingual teaching, it is necessary to do well in linking various stages of education. However, the survey shows that there lacks an effective interface between various stages of education in Southern Xinjiang. Children's Chinese level in primary schools is low and students in middle schools are not accustomed to bilingual education.

Teaching materials are difficult, which does not meet the actual status of teachers and students. Some teachers reflect to school leaders that their textbooks in bilingual classes are published by the People's Education Press and these materials in content and difficulty do not meet the need of minority students in Southern Xinjiang. It is difficult for students to understand and master the course content, so teachers should spend extra time and take more efforts to do lectures and counsel students, especially in Chinese teaching. It is okay in lower grades, but it is laborious for students in higher grades. Teachers cannot deeply understand these materials and impart them to students due to their low Chinese level. These circumstances also affect the quality of bilingual teaching.

Bilingual teaching lacks good language environment and students' Chinese level is not high. Southern Xinjiang is an ethnic minority living area and minority students do not have environment to use Chinese in families and communities (rural) life, so they cannot further improve their Chinese proficiency in their spare time. This largely affects students to understand and master teaching content, thus affecting the improvement of bilingual education in primary and middle schools in Southern Xinjiang.

There lack qualified bilingual teachers. The leadership of relevant administrative departments for education and the principle reflect that there are many excess teachers in schools and they do not have sufficient teachers who are able to take bilingual teaching. They said that these excess teachers include many old teachers who have extensive teaching experience to ensure the teaching quality, but they cannot lecture in Chinese. The new young teachers with a high level of Chinese lack teaching experience and they are unable to complete bilingual teaching tasks with high quality. In

this contradictory situation, many schools can only use limited bilingual teachers to take bilingual teaching and they cannot introduce a large number of new teachers. This situation not only affects the quality of bilingual education, but also increases bilingual teachers' work pressure.

An Analysis of Optimizing Countermeasures

Strengthen research on teaching model and develop more effective bilingual teaching models.

Scientific and rational teaching models will help improve the teaching quality. To this end, we should combine laws of bilingual teaching, minority students' psychological characteristics and related teaching theories to develop better and more effective teaching models. Therefore, on one hand, we can make up the deficiency that some teachers are short of bilingual teaching experience. On the other hand, we can carry out teaching in accordance with teaching laws to improve teaching quality.

Establish relevant assessment and evaluation system to strengthen the evaluation of bilingual teaching.

Evaluation work is an important guarantee to understand existing problems and improve the teaching quality. There will be no improvement and progress without reasonable assessment. Therefore, we should do the following things. First, establish specialized bilingual teacher evaluation system and suitably tend to bilingual teachers in appraisal and conferring academic titles. This will encourage them to continuously improve their overall teaching quality. Second, establish a more specific evaluation system in the classroom teaching to further regulate behavior of bilingual education teachers. Third, set up a reasonable and specific student evaluation system with the combination of objectives of bilingual education to understand the teaching effectiveness on students timely and comprehensively.

Improve the linking work in bilingual education at various stages to ensure that students at all stages of bilingual teaching can adapt it and have a smooth transition.

Currently, there lacks a good link in bilingual education in kindergartens, primary, middle and high schools in Southern Xinjiang. To a certain extent, this affects the quality of bilingual teaching. Therefore, it is necessary to strengthen the linking work between kindergartens, primary and middle schools, which should focus on improving students' Chinese level and learning ability.

Strengthen capital investment to improve teaching facilities and equipment of bilingual teaching.

In order to improve the teaching quality, classrooms, laboratories, reading rooms, teaching tools and other teaching facilities and equipment are important except for teachers. In the past few years, although the state and the autonomous region give a lot of attention to primary and middle schools in Southern Xinjiang, there are insufficient classrooms for students in some primary and middle schools and some classrooms are overweighed. This affects the improvement of the quality of bilingual education in primary and middle schools in Southern Xinjiang. Therefore, it is necessary to increase capital investment to improve teaching conditions in primary and middle schools, so that we can truly ensure the quality of bilingual teaching.

Enhance the construction of bilingual textbooks and supporting materials to create conditions for the smooth progress of bilingual teaching. Textbooks and supporting materials are the carrier of educational content and the important basis to achieve the goal of education. Without reasonable

textbook system and supporting materials, we cannot guarantee the teaching quality, let alone educational goals. Therefore, in order to popularize bilingual education as soon as possible and truly improve the quality of bilingual teaching, it is necessary to strengthen the construction of bilingual textbooks and related materials based on relevant curriculum policies, curriculum standards and the actual situation in Xinjiang. We should compile a set of bilingual textbooks in line with the development of education for ethnic minorities in Xinjiang and with local characteristics, and we also need to develop a series of supporting materials.

Project: The Promoting Strategies and Security Mechanisms of the Quality of Bilingual Education in the National Primary and Secondary Schools - Based on Southern Xinjiang Region, the Key Topics of Bilingual Education in the Xinjiang Uygur Autonomous Region in 2014.

Project No.:SY20141039.

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