

# Study on the Way to Improve the Teaching Level of Bilingual Teachers in Remote Areas of Southern Xinjiang\*

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**Abstract**—This paper has five parts to study the status quo of bilingual education in remote areas and explore the problems faced by bilingual education in the places of southern Xinjiang. Then, the author will introduce basic solutions to the actual situation, which leads to the importance of bilingual education teaching in contemporary society. Today, even in the whole country and the whole world are focusing on the rapid development of bilingual education and teaching, bilingual education in remote areas still needs to be further improved, and the teaching level of bilingual teaching staff needs to be improved. At present, the remote areas in southern Xinjiang have also entered the bilingual education and teaching state from kindergartens, but how to accurately carry out bilingual education in remote areas? Is the bilingual education teaching model being carried out suitable for the actual situation in the local area? What is the quality of teaching and teaching ability? To deal with all these issues, it is essential to implement the country's bilingual education policy, as well as the correct guidance of the government and relevant departments so as to point out the fundamental way to develop bilingual education quickly and effectively. In order to ensure rapid and stable development efficiency, it is crucial to focus on the teaching level and overall quality of bilingual teachers.

**Keywords**—remote areas; bilingual education teaching; teaching level of bilingual teachers; problems and solutions

## I. INTRODUCTION

The International Bureau of Education held the first meeting on bilingual education in Luxembourg in 1928. At that time, people generally opposed the bilingual education<sup>1</sup>, but over time, people around the world began to pay attention to it. Bilingual education in China started relatively late. This research began in the 1960s and rose in the 1980s. After entering the 1990s, it has formed a certain scale<sup>2</sup>. The development period has been highly valued by previous party

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<sup>1</sup> Koji Tiexi. Two Topics in Bilingual Education Research [J]. Journal of Research on Education for Ethnic Minorities, 1995. 3: p. 71

<sup>2</sup> <https://zhidao.baidu.com/question>

and state leaders. In the course of development, it has been strictly following the spirit of the Party Central Committee's instructions. The International Education Encyclopedia pointed out that the minimum necessary definition standard for bilingual education should be an educational method that uses at least two languages to teach in certain processes of teaching. But it is not necessary to use two languages at the same time and not necessary to use the two languages consistently in the same semester and in all grades<sup>3</sup>. The 19th National Congress of the Communist Party of China clearly stated that it is needful to adhere to the protection and improvement of people's livelihood in development, to have education in childhood, to have teachers to teach, to have earnings by labor, to have medical care in sickness, to be looked after for the elderly, to have residence to live in, to offer assistance for the weak. These supports must make continuously new progress to ensure that all the people have more sense of gain in the development of joint construction and sharing. When talking about "priority development of education", General Secretary Xi Jinping pointed out that it is necessary to comprehensively implement the Party's education policy, implement the fundamental tasks of shaping the morality and nurturing men of talent, develop quality education, promote education fairness, and cultivate builders and successors of socialism with all-round development of morality, intelligence, physique and beauty. It is of great importance to promote the integrated development of urban and rural compulsory education, attach great importance to rural compulsory education, run preschool education, special education and online education, popularize high school education, and strive to ensure fair and quality education for every child<sup>4</sup>. Of course, the implementation of a bilingual education model in our country is crucial. The education of the folk language school alone cannot reach the overall goal of the common prosperity and development of all ethnic groups, so, it's essential to follow the correct leadership of the Party Central Committee and carry out advanced bilingual schools that combine national language and Mandarin.

<sup>3</sup> Zhou Wa. On the Essence of Bilingual Education from the Perspective of Multidisciplinary Research. Higher Agricultural Education 2007.4:64-67.

<sup>4</sup> <https://zhidao.baidu.com/>

## II. IMPORTANCE OF BILINGUAL EDUCATION IN REMOTE AREAS

As we all know, the development of education promotes national development and accelerates social development. This is one of the important needs for the country's stable and rapid development. The implementation of bilingual education is a prerequisite for the development of education. Today, at the national and local levels, local governments attach importance to bilingual education and teaching. In remote areas of southern Xinjiang, there are still imbalances and even backwardness in development. 21 of the 56 ethnic minorities have their own language and most of them live in remote areas. Article 4 of the Constitution of our country states: "All ethnic groups have the freedom to use and develop their own spoken and written languages." The National Language and Character Law, the Law of the People's Republic of China on Regional National Autonomy and the Education Law of the People's Republic of China Other laws and regulations emphasize that China is a country with multiple ethnic groups. The minority areas enjoy a bilingual policy and they use one or several languages in the minority autonomous regions. In the relevant national legal documents, the country's fundamental attitude towards minority languages and their common language relations with the country is consistently and clearly indicated. The educational development plan of the state and local governments means that the education system implements the implementation plan of the "everyone has the right to use and develop their own language and words" as enshrined in the Constitution<sup>5</sup>. In order to keep up with the pace of development of the times, ethnic minorities must master Mandarin (Mandarin) in addition to their own national language and characters. This is the basic content of the so-called bilingual education. To achieve the great goal of rapid development of bilingual education for ethnic minorities, the state has issued a series of guidelines and policies on bilingual education in ethnic minorities, and local governments at all levels have made unremitting efforts to implement policies in real time to keep up with bilingual education in remote areas. The development of bilingual education in remote areas mainly depends on the improvement of the comprehensive quality of compatriots of all ethnic groups in the region, thus achieving the overall goal of equality and social stability of all ethnic groups.

The effective development of bilingual education in remote areas plays an important role in improving and perfecting people's living standards, keeping up with the development of the times and making synchronous progress. Therefore, in the progress of bilingual education in remote areas of southern Xinjiang, in order to improve the efficiency of development, it is necessary to start the bilingual education and teaching work from pre-school education. Moreover, the propaganda of bilingual education and teaching shall be strengthened, so that our national colleagues deeply realize the importance of bilingual education. Only by strengthening bilingual education

can a significant improvement in national economy, culture and other aspects be made.

## III. CURRENT SITUATION OF BILINGUAL EDUCATION IN REMOTE AREAS

The bilingual education of ethnic minorities in China is an educational undertaking based on national language and Chinese, that is, a teaching mode of two or more languages in minority areas. This requires ethnic minorities to master both their own language and Mandarin in a fluent manner. However, due to the harsh geographical environment of the remote areas, the living habits of the people living there, people's use of language singularity and the lack of support and cooperation of bilingual education and teaching, etc., the effective development of bilingual education in the region is limited. This series of influences has led to the unbalanced development of the country's bilingual education and teaching, and in a small sense affected the development of the local government as well as the national education.

At present, the development of bilingual education and teaching in remote areas of southern Xinjiang is unbalanced, which is related to many factors, and the most important of which is the instability of bilingual teachers, the inappropriateness of bilingual teaching and the lack of support and cooperation of the common people. This kind of unfavorable factor makes the local bilingual education and teaching not synchronized, and the development of bilingual education and teaching has entered a "bottleneck". Through this survey, it is can be seen that the bilingual education and teaching in remote areas are still relatively backward. The remote areas in southern Xinjiang are relatively poor with large minority population, poor natural environment and backward economic development. If the bilingual education in these areas is not well done or the relevant policies of the Party Central Committee are not implemented, the current harsh situation cannot be changed in this area and the residents will not get rid of poverty and enter a well-off society. Only by keeping up with the pace and steady development of bilingual education and teaching can the areas improve people's living standards, eventually achieving the overall goal of national equality and stable development.

## IV. CURRENT SITUATION OF BILINGUAL TEACHERS IN REMOTE AREAS

Education and teaching depend on a stable team of teachers with high comprehensive quality, and bilingual education and teaching need more qualified, stable, high-quality, high-level bilingual teaching teachers, which is the crucial factor to promote the stable development of bilingual education.

As we all know, the remote areas in southern Xinjiang have poor geographical environment and inconvenient transportation. The worst thing is that people's quality is generally low and economic development is backward. Because of this series of harsh environment, it is difficult to retain qualified talents with high quality. The existing bilingual teachers are basically not professional or their own Chinese level is not very high, and their teaching ability is poor. The unrelated relationship is also an important reason for bilingual

<sup>5</sup> Wan Minggang, Liu Haijian. On Bilingual Education of Minority Nationalities in China — From the Construction of Policy and Regulation System to the Reform of Educational Teaching Model. Educational Research, August 2012: p.81

education to take a step backwards. In this relationship, the teachers of bilingual education are not confident and the students are not interested in learning, which makes both sides choose to give up. And this will form a vicious circle. Therefore, in order to cope with the serious shortage of bilingual teachers in remote areas of southern Xinjiang, which hinders the smooth and rapid development of overall bilingual education and teaching, it is important to put forward reasonable basis and conditions.

#### V. LIMITATIONS OF IMPROVING THE TEACHING LEVEL OF BILINGUAL TEACHERS IN REMOTE AREAS

In order to develop ethnic education, the Constitution, the Law on Regional Autonomy of Ethnic Minorities, the Law on Compulsory Education and the relevant policies promulgated by the State clearly stipulate the provisions of supporting and helping ethnic minorities to develop education and the requirements of supporting teacher training in ethnic minority areas. By the end of 2007, more than 10,000 schools across the country have used 29 languages of 21 nationalities to carry out bilingual teaching of ethnic languages and Chinese. More than 6 million primary and secondary school students have been enrolled in bilingual teaching. More than 3500 textbooks of ethnic minority languages have been compiled and published annually, with a total print of more than 100 million copies.<sup>6</sup>

The teaching level of bilingual teachers in remote areas of southern Xinjiang has a direct impact on the development of bilingual education and teaching in this region. In order to improve the teaching level of bilingual teachers, a series of measures have been taken, but in the process of implementation, there are still enormous restrictions:

##### A. Restrictions on Systematic Training in the Other Places

Due to the serious shortage of bilingual teachers, it is impossible to send teachers to other places to participate in systematic training. The number and quality of bilingual teachers in the remote areas of southern Xinjiang are far from meeting the needs. In addition, the overall teaching ability and teaching level of the area are not up to standard. Some bilingual teachers who are not professionals need to strengthen training. Because the overall quality is uneven, there is no complete and systematic training plan, no perfect training institution and regular training is often unable to be carried out.

##### B. Restrictions on the Development of Bilingual Education in the Region by Using Bilingual Teaching Materials in Disorder

Because of the large number of non-professional bilingual teachers, the requirement for the use of bilingual textbooks suitable for the region is low, which cannot arouse students' interest, thus restricting the development of bilingual education. In addition, the existing bilingual teachers are mostly not professional, and their understanding of bilingual education and teaching materials is very poor characterized by

that they are not clear that whether the textbook is suitable for the local bilingual teaching mode, so they can not develop and promote the local bilingual education.

##### C. The Instability of Bilingual Teachers Restricts the Steady Development of Bilingual Education in the Region

Because of the poor conditions in remote areas, most of the bilingual teachers assigned there have not taught for several years before they leave. They tend to try to transfer to "good" units with good conditions or find jobs through various examinations. Because of various conditions, young teachers have not done their best in their own work, let alone training future successors. The teaching level of bilingual teachers cannot keep up with the pace, which has laid many hidden dangers for the synchronous and stable development of bilingual education in the region.

#### VI. IMPROVING THE TEACHING ABILITY OF BILINGUAL TEACHERS IN REMOTE AREAS AND SOLVING THE PROBLEMS THEY ARE FACING

In order to ensure the new situation and new tasks of bilingual education in the remote areas of southern Xinjiang to adapt to the leap-forward development and long-term stability strategy, it's vital to speed up the construction of bilingual teachers and improve their treatment in all aspects. The construction of bilingual teachers is the key to success. Therefore, it is of great importance to conscientiously improve the long-term mechanism for the growth of high-quality bilingual teachers, and vigorously promote the development of bilingual teachers to achieve leap-forward advancement by attaching importance to the promotion of bilingual education scientific research and striving to improve bilingual teachers' Chinese culture and Chinese writing teaching ability. In addition, it is necessary to strengthen the investment of bilingual teacher training institutions to ensure the smooth implementation of various plans and measures for the construction of bilingual teachers.<sup>7</sup>

At present, there are still a series of realistic problems in the bilingual teachers in the remote areas of southern Xinjiang, such as insufficient teaching resources, weak teaching ability and low Chinese proficiency. Non-professionals still exist in bilingual teachers in some schools in remote areas. However, there are no preferential policies or preferential policies that are not implemented well in the region, so that it is impossible to attract university students with high quality and strong professional ability to engage in bilingual education in remote areas. The training of bilingual leaders and bilingual teachers in remote areas is also lagging behind. In addition, the understanding of bilingual education is not enough and no enough attention is paid to it. For example, the local government does not support the funds. Therefore, there is no complete system of training institutions, and no standardized textbook to narrow this gap, which definitely requires further improvement and settlement.

<sup>6</sup> Li Zelin. Difficulties and Breakthroughs in the Training of Bilingual Teachers of National Languages and Mandarin in China. Journal of Northwest Normal University (Social Science Edition) No. 3, 2014: p. 117.

<sup>7</sup> Gu Hongxia. Discussion on the Problems and Countermeasures of the Construction of Bilingual Teachers. Journal of Research on Education for Ethnic Minorities 2012.3: p.60.

## VII. CONCLUSION

In summary, at present, bilingual education in remote areas of southern Xinjiang is in a state of lagging or degeneration. The reasons are as follows:

- The inconsistency of bilingual textbooks, the imperfection of teachers, the uneven level of bilingual teachers, and the lack of recognition of bilingualism by ethnic minority families have led to the lagging or degeneration, which has resulted in a serious lack of bilingual talents and a serious disconnect between spoken and written ability. These are the reasons why bilingual education cannot stop.
- The loss of teachers and talents and the fact that the promised resources of all aspects have not been correspondingly fulfilled result in that young teachers have no conditions to develop training programs, and regularly invite bilingual education experts to hold special lectures to timely answer and explore the problems encountered in daily teaching. It is also unlikely to send outstanding and young bilingual teachers to observe and learn in advanced areas so as to learn from their successful models and play their roles.
- The teaching mode needs to be improved. Bilingual teaching can be carried out by means of local textbooks in order to arouse students 'interest and cultivate talents with both national language and Chinese. In view of the backwardness of current bilingual teaching equipment in Xinjiang, it is difficult for teachers to enrich the teaching content by means of advanced teaching aids, which makes many minority students have poor listening ability, poor oral ability and no fluent Chinese language expressive power. In order to promote the synchronization and unification of textbooks and teaching, it's needful to tailor the compilation of textbooks and increase the platen press of bilingual textbooks.

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