

forces to participate in education information construction, further improve per capita amount of computers in primary and secondary schools in ethnic areas, and provide good hardware devices to improve the teaching practice and teaching content of information technology course.

(2). Strengthen professional application skills training for teachers

Establish and build training base and teams, actively carry out professional training for teachers' information technology, constantly update teachers' knowledge structure and professional skills, and improve their ability of software and hardware application, management and maintenance, so that all the information devices could work normally, and avoid the embarrassment of fear to use and maintenance incapability, minimize the influence of equipment failure on information technology teaching, and improve the teaching effects and teaching quality of information technology course.

(3). Enrich bilingual information resources by bilingual (Tibetan) teaching mode

According to "*Qinghai Medium and Long-term Educational Reform and Development Project Summary (2010-2020)*", implement "bilingual" educational reform, strengthen the building of "bilingual" teachers with a reasonable structure, good qualities and proficiency in "ethnic languages and Chinese", focus on solving problems such as lack and low quality of "bilingual" teachers, and at the same time construct and integrate various standard and high-quality disciplinary courseware, complete and improve bilingual information resources and teaching resources.

(4). Actively seek for "counterpart assistance" to develop school-based courses

While strengthening teacher training, actively seek for "counterpart-assistance" units, in terms of "hardware" resources and "software" "charging" assistance. Employ famous teachers to give lessons and lectures, attend and evaluate classes regularly or irregularly, so that teachers could make a contrast, reflect on their own, learn from them and thus improve their own professionalism and teaching level. Meanwhile, for the problem of seriously backward development of bilingual teaching information resources that could not meet teaching requirements, experts and famous teachers could help guide schools in ethnic areas to develop school-based

information technology courses, and explore the road of educational development of basic course reform that is suitable for ethnic areas.

6. Conclusion

In recent years, the government continues to increase investment in information construction in agricultural and pastoral areas, in order to constantly improve the hardware construction of school information education. Since 2012, the Qinghai provincial government would take three years to build 1,549 computer classrooms in all primary and secondary schools according to their scales within the province, and build multimedia devices in classrooms for 19,515 classes in these schools for the sake of covering "all classes", and at the same time the education layout adjustment in agricultural and pastoral areas in Qinghai would significantly improve educational resources and achieve a new leap of information education in ethnic areas.

7. Acknowledgment

This is one of the phased objectives of the key project of Education Ministry "IT education and the research and practice of teaching reformation in ethnic regions of Qinghai province" (DMA100348).

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