

## Research on the Development Path of Ethnic Education in Xinjiang under the Background of the Belt and Road Strategy

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**Abstract:** This Paper Analyzes the Development Process and Current Situation of Ethnic Minority Education in Xinjiang. Since the Reform and Opening Up, There Have Been Historical Changes in Ethnic Minority Higher Education in Xinjiang. However, Due to Natural, Historical and Policy Oriented Reasons, the Relatively Backward Situation of Ethnic Higher Education Has Not Fundamentally Changed. This Paper Analyzes the Main Problems Existing in National Higher Education. National Higher Education Should Adhere to the Education with National Characteristics and Develop Diversified Education According to the Talent Needs of the “Belt and Road” Construction and Based on the Needs of the Industry. According to the Particularity of the Way of Thinking and Learning of Ethnic Minority Students, the Teaching Quality is Improved through the Connotative Development. This Study is of Great Scientific Significance for Xinjiang Ethnic Minority Higher Education to Find the Right Direction, See Clearly the Differences and Realize the Leap Forward.

### 1. Introduction

The Ministry of Education of the People's Republic of China Printed and Distributed the “Promoting the Construction of the Belt and Road” Education Action, Proposing Specific Ideas[1], Key Cooperation Contents and Basic Measures to Promote the Construction of the “Belt and Road” in the Field of Education. It Provides the Guiding Ideology for the National Higher Education to Seize the Opportunity and Cultivate Talents with International Level. as the Gateway and Link Connecting Many Neighboring Countries Along the Belt and Road, Xinjiang Ethnic Minorities Have the Advantages of Geographical Location and Should Play the Role of “Talent Highland” and “Cultural Highland”. in This Context, Xinjiang Ethnic Minority Higher Education Should Go Abroad, Learn from Advanced Education Experience, Share High-Quality Education Resources, and Meet the Needs of “Belt and Road” Initiative for High-Level Talents and High-Quality Cultural Products. At Present, There Are Many Gaps between Xinjiang Ethnic Minority Higher Education and the National Average Level in Terms of Hardware Facilities, Education and Teaching Management, Students' Quality and Academic Achievements. in Order to Realize the Common Prosperity of All Ethnic Groups and Maintain the Long-Term Stability and Stability of the Country, It is Necessary to See Clearly the Differences and Find out the Direction of Higher Education for Ethnic Minorities in Xinjiang and Realize the Leaping Development by Using the Favorable Period of the Great Opening-Up.

### 2. Overview of Existing Research

Foreign scholars mainly adopt multi perspective and multi-disciplinary comparative research on the research methods of ethnic higher education, with mature methods and technologies and in-depth theoretical research. The world organization for economic cooperation and development (OECD) has issued the index system of education development[2], which makes the research of national higher education have a preliminary scale index evaluation system. In the specific research

content, Jussivalima (2014) studies the education system and education dynamics. In the United States, affirmative action plans have been implemented in minority education, and the research on them has become a hot topic. William G. Bowen and Derek Bok (2008) studied the enrollment plan, implementation effect, citizen satisfaction and some disputes in American colleges and universities in the past 30 years. Beverly Lindsay and Richard G. Richardson (2015) studied ethnic education from the perspective of educational equity. Domestic scholars and educators have conducted multi-perspective research on the higher education of ethnic minorities in China, including education situation, education policy, education quality, curriculum, bilingual education, etc. Qu Tiehua (2009) collected and sorted out the relevant policies of national higher education in the past 30 years of reform and opening up. Zhang Lijun (2011) summarized the characteristics of China's national higher education policy. Frontier (2017) pointed out that national education should be guided by Xi Jinping's thought of socialism with Chinese characteristics. Ma Junxia (2016), Zhang Qi (2017), Tian Xiaohong (2017) and other scholars began to put forward the idea of developing national education to serve the construction of the "belt and road".

Domestic scholars have also studied ethnic minority education in other countries, such as Du Society (2014) and Wang Jun (2015) in the United States. Chen Min (2013), Li Lei, Feng mi (2017) and Ma Xiaoyi (2007) conducted a comparative study on Chinese and American Ethnic Education in terms of bilingual education, education equity, education legislation, etc. From the existing studies at home and abroad [3], we can see that the national higher education has been paid attention to at home and abroad. The existing studies are mainly from the policy, system, teaching and other aspects of national higher education. Under the background of "the belt and road", the research of national higher education is just in its infancy. The main research is to put forward the concept and method of international education. As shown in Figure 1

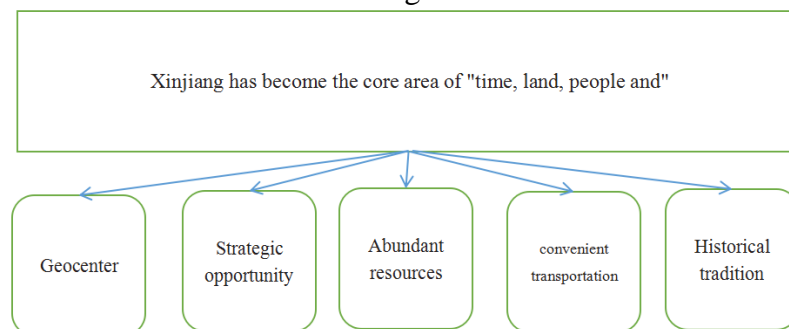


Fig.1 Xinjiang Has Become the Core Area of "Time, Land, People and"

### 3. The Development Process and Current Situation of Xinjiang Ethnic Minority Higher Education

Since the beginning of the construction of new China, the higher education of ethnic minorities in Xinjiang has made great progress, especially after the "Cultural Revolution", the state attaches great importance to the development of ethnic education, and has issued a series of ethnic education policies, increased investment in ethnic education, and the higher education of ethnic minorities in Xinjiang has developed rapidly. Since the reform and opening up, the development of higher education for ethnic minorities in Xinjiang has undergone historical changes, with the steady development of industry, agriculture, science and technology, education and culture. However, we must also clearly see that due to natural, historical and policy oriented reasons, the relatively backward situation of economy and culture in ethnic minority areas has not fundamentally changed [4].

In recent years, the employment rate of ethnic students has increased year by year, which is mainly due to the following reasons: first, with the belt and road construction, the rapid development of border trade, the increasing demand for bilingual education talents; second, the employment awareness of ethnic students has gradually increased, and they actively choose jobs; third, in recent years, the level of ethnic higher education has improved, the quality of ethnic

students has improved, and they can be used more Favor of human units.

## **4. Problems in Xinjiang Ethnic Minority Higher Education**

### **4.1 Problems in Classroom Teaching**

The content of Xinjiang language teaching courses is relatively single, which mainly focuses on the general professional content, ignoring the setting of national culture courses. There are few courses that are combined with the construction and development of “the belt and road” and the development needs of Xinjiang ethnic minority areas. The monotony, universality and popularization of curriculum arrangement lead to many students of ethnic class in Colleges and universities not interested in the courses offered by the school[6].

The content of Xinjiang language teaching materials is lack of keeping pace with the times. Although bilingual teaching has been paid attention to after years of reform and development, it has been placed in an important position. However, most of the textbooks used by bilingual teachers are Chinese textbooks, or they translate the textbooks directly as the content of the lectures.

Bilingual teaching ignores the actual ability of ethnic students. Now, although the ethnic higher education adopts the education mode of combining Mongolian with Chinese, the main teaching mode is Chinese. In the process of Chinese teaching, teachers pay too much attention to the teaching of professional knowledge, but ignore the cultivation of Chinese communicative ability of ethnic students. The national class students' ability to accept is limited, the difficulty of imparting knowledge is great, and their interest in learning is low. After graduation, the students in the national class are in a weak position in the same competitive conditions.

### **4.2 Problems of Teachers**

Compared with the developed areas, there is still a big gap in the treatment and training of ethnic minority teachers in Xinjiang, which makes it difficult to attract advanced educational ideas and excellent educational talents. The teachers of national class in Colleges and universities constantly explore or explore the latest and most practical teaching methods. Because of its low scientific nature, it is difficult to grasp the forefront of the development of education and teaching. In the long run, it is not good for the development of national higher education[7].

### **4.3 Problems in Student Management**

It is difficult for ethnic minority students to adapt to cross-cultural education when they accept higher education. The students' environment is quite different from the cultural environment they grew up in. There are many problems, such as the maladjustment of living environment, the obstacles of interpersonal communication, and the conflicts caused by the consciousness of national demarcation and belonging. But after going to university, student management is mainly student management. This kind of management is good for self disciplined students. For the students who are not self disciplined, they are easy to form the bad habits such as laziness, fear of hardship and lack of ambition. They will also bring the irregularity of life to their study, which will have a worse negative impact.

### **4.4 Problems in Opening Up**

At present, the openness of higher education for ethnic minorities in Xinjiang is not enough. There are few opportunities for teachers and students to exchange and study inside and outside, and the scope is narrow. Each nation has its own unique culture. Only by actively communicating with each other under the premise of mutual respect can we understand the differences between cultures.

## **5. Countermeasures for the Innovation and Development of Higher Education for Ethnic Minorities in Xinjiang**

The implementation of the “belt and road” initiative has provided new historical opportunities for promoting the internationalization of national higher education, as well as new opportunities and

challenges for personnel training. Ethnic minorities in Xinjiang should give full play to the advantages of ethnic education and strengthen cooperation and exchange with neighboring countries and regions in economy, culture and education.

### **5.1 Taking the “Belt and Road” as an Opportunity to Clarify the Positioning of National Higher Education**

When training international talents to meet the needs of local development and serving the “belt and road” construction, the talents trained should be able to meet the needs of local development and keep the development of education and industry in step. Pay attention to the industrial transformation brought about by the belt and road initiative[8]. The industrial transformation will change the demand for talents trained in national higher education, and the most effective training plan should be formulated in time following the changes. At the same time, it cooperates with Mongolian universities to compare and integrate the training modes of the two countries, so as to improve the international level of national education in an all-round way.

The construction of “the belt and road” is to integrate the characteristics and advantages to achieve the national strategic goal. Xinjiang ethnic minorities should pay attention to the protection of their own culture and integrate it into education to form a national characteristic education. And it needs the integration of multi cultures to realize the diversification of education.

### **5.2 Improve Teaching Quality through Connotative Development**

Connotative development is the main way of leapfrog development of higher education in China. How to improve the quality of teaching through the development of connotation education has become an important issue of national higher education.

We should attach importance to discipline construction planning and set up disciplines according to the development needs of ethnic areas. We will clean up and appropriately adjust the traditional disciplines, and accelerate the establishment of disciplines suitable for the development of strategic emerging industries or the transformation and upgrading of traditional industries in ethnic areas. We will accelerate the training of applied and skilled professionals[9]. We will work with countries along the belt and road to establish educational think tanks and cooperate in running schools, strengthen the cultivation of key disciplines and build multi-agent cooperation to promote the construction of first-class disciplines according to the particularity of thinking and learning methods of ethnic minority students.

We should pay more attention to the training of teachers in Colleges and universities in Xinjiang ethnic minority areas, strengthen the training of talents, vigorously cultivate young and middle-aged backbone teachers, encourage teachers in schools to study for master's or doctor's degree, and improve the quality of current teachers.

To improve the quality of teaching, according to the specific situation of the students in the national class, we should set up courses that are conducive to the growth of the students in the national class, and respect the students' right to choose courses freely and autonomously in the course arrangement. The teacher pays attention to the explanation of the course content and the improvement of the teaching method. According to the students' characteristics and knowledge base, group inquiry and question teaching are carried out in the course, and suitable teaching methods such as “flipped teaching” are introduced into the course. By creating an efficient learning environment, teachers guide students to discover and construct knowledge independently, and stimulate students' interest in learning related knowledge.

Improve the teaching means through “Internet + education” to improve the teaching means, with the guiding ideology of “selection first, self building as auxiliary”, introduce excellent curriculum resources at home and abroad (such as Chinese University MOOC, online school platform, etc.), and strengthen the construction and application of curriculum teaching resources. The use of school network teaching platform, mobile teaching platform, for teachers and students to provide a more efficient, more convenient teaching environment. Using big data to analyze students' learning situation, students are divided into different levels, different levels make different knowledge and problems to be solved, recommend different learning videos. Provide diversified and accurate

personalized education, and avoid the one size fits all teaching mode.

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