

Research on the Cultivation of Ethnic Minority Talents Based on the Guidance of New Educational Thought

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Abstract. The foundation of cultivating ethnic minority talents in China is higher education. This paper analyzes some problems existing in the cultivation of ethnic minority talents in China based on the guidance of new educational thought, and then puts forward some targeted countermeasures according to the problems: Firstly, strengthening the education of the multicultural ideology around the whole nation; Secondly, setting up supervisory institutions; Thirdly, giving full play to the local autonomy; Fourthly, strengthening the legislation on minority education; Fifthly, solving the phenomenon of unequal access opportunities for ethnic minority students in various ways; Sixthly, further strengthening the discipline construction; Seventhly, strengthening response support; Finally, stabilizing the faculty and staff. The cultivation of ethnic minority talents is continuously strengthened through the above measures in order to promote national unity and harmonious development of society.

Introduction

The core of the new educational thought is to respect the value, freedom, morality, reason and emotion of the students, to take the "self-actualization" as the goal of education and to cultivate the students' healthy personality. In the choice of teaching content, the new educational thought needs to meet the students' needs, so that the students' emotional development and self-cognitive development are unified [1]. China now vigorously advocates quality education, so that students not only have professional knowledge and skills, but also are able to adapt to the rapidly changing society and become high-quality personnel, especially in the cultivation of ethnic minorities. This paper explores and analyzes the cultivation of ethnic minority talents based on the guidance of new educational thought in order to strengthen the cultivation of ethnic minority talents and promote the harmonious development of society [2-3].

The Problems Existing in the Cultivation of Ethnic Minority Talents in China

Problems existing in the cultivation of higher educational talents of ethnic minorities in ethnic institutions. Firstly, the running level is not high. At present, the running scale for ethnic institutions has been greatly improved, but the ratio of students to teachers in ethnic institutions is too high, the teachers' tasks are overburdened, and the professional faculty lacks teachers with senior titles, reflecting the problem that the quality of education is not guaranteed. Secondly, the characteristics of ethnic institutions are not distinct. At present, under a series of educational policies, such as self-supporting and self-employment, the employment rate of students is closely related to the feedback information of the market. If the characteristics of the ethnic institutions are not distinct enough, the competitiveness of graduates in the job market will not be strong. As a result, the job distribution is difficult and school enrolment will be reduced accordingly [4]. At present, although the ethnic institutions make adjustments in some specialized majors, there is still a certain gap compared with other comprehensive institutions. Thirdly, the recruiting process of ethnic institutions still exists some problems, for example, the number of directional students is too

small, therefore, there should be corresponding preferential policies in order to ensure that where directional students come and go.

Problems existing in the cultivation of higher educational talents of ethnic minorities in the higher educational institutions of ethnic regions. Firstly, the development is unbalanced and the conditions for running schools are relatively poor. Ordinary higher educational institutions in ethnic minority areas have very distinct characteristics in serving the local and regional economies, and the proportion of enrolling ethnic minority students is large. However, there is not only a development gap with inland institutions of higher learning, but also a great imbalance among the regional development. Secondly, the problem is general in the construction of teaching staff in higher educational institutions of ethnic areas [5]. To begin with, the population in minority areas is sparse, and the ratio of teachers and students is generally higher than that of inland schools. The phenomenon of teachers taking part in several courses, teaching in several grades, taking excess classes and working full load is widespread. With the increase of students' enrollment ratio and the expansion of schools, the problem that teachers are far from meeting the needs of local students appears to be particularly prominent. In addition, the starting point of teachers in ethnic minority areas is relatively low, and the quality of teachers is congenitally deficient. Although some teachers have been trained and re-learned and they finally meet the teaching standards, their actual teaching level is far from "up to the standard". Finally, teachers in minority areas are paid low, what is more, living and working conditions are hard, leading to an outflow of large number of excellent teachers and all the regions are facing the problem of teachers shortage.

Problems existing in the cultivation of higher educational talents of ethnic minorities in minority classes of inland higher educational institutions. Firstly, the high-quality and unified preparatory teaching material is absent. Since the new century, the scale of the students from the inland non-national institutions has expanded greatly, and the majority of the students in the national class are from the preparatory class. Therefore, the quality of the preparatory education has become the key factor of the non-national institutions to recruit students of the national class. However, the quality of the preparatory education is closely related to the teaching material, therefore, it is very important to compile a variety of teaching materials with high quality [6]. Secondly, the preparatory education is not paid enough emphasis. Form the practical situation, the preparatory education is only a level but not the main level for each higher educational institution that run the preparatory class. Therefore, although these educational institutions pay attention to the preparatory education apparently, it is not possible to reach the best level from the aspects of the teachers and the funds, and the commitment of the state to the preparatory teachers' training, the further education and the promotion is only remained on the official document. Based on the situation of China, it is not a short-term thing for less developed minority areas to catch up with the developed regions as soon as possible. Preparatory education must be a long-term education level and should be paid enough attention [7].

Research on the Thinking and Countermeasures of Cultivating Ethnic Minority Talents in China Based on the Guidance of New Educational Thought

Strengthening the education of both the multicultural thought of the whole nation and the Marxist national view. The whole nation needs multiculturalism education and concerted efforts to create a brilliant future. The culture of all ethnic groups in China is quite rich, and most of the music, dance, painting and related films come from ethnic minority areas, but multicultural propaganda has not been reflected in the comprehensive publication. The situation of higher education of ethnic minorities can only be reported in national journals, so we need to strengthen the education of multiculturalism [8].

Setting up supervisory institution. The higher educational work of the minority nationalities is surveyed and supervised by various departments, but they are often inefficient. It is suggested that the subordinate organs of the political consultative meeting be entrusted with the supervision and administration, so that the requirements of the minority nationalities can be reflected and settled

timely. The situation of the higher education of the ethnic minority in Shanghai is investigated by the Ethnic and Religious Committee of the Chinese People's Political Consultative Conference Shanghai Committee, and the management of ethnic minority students in Tsinghua University is managed by the United Front Work Department of the Party Committee. The present situation of higher education for ethnic minorities is relatively clear, and the problems there are also better solved according to the region and the university mentioned above.

Giving full play to the local autonomy. With the development of the local economy and the requirements for the talents quality, the local authorities have the conditions to support the higher education of ethnic minorities [9]. It is suggested that the State decentralize more power, play a more macro-guiding role in education, and give some autonomy to the local authorities. Therefore, the development of local institutions of higher learning and the running of ethnic institutions can respond flexibly to the market and demand. For example, the scale of Inner Mongolia University for the Nationalities is more than ten thousand, and the disciplines are also quite complete. It is a typical example of local autonomous-running and ethnic education development.

Strengthening ethnic minority education legislation. The legislative work on minority education should be strengthened. Although there are related regulations about ethnic education in the Constitution of the People's Republic of China, the Education Law of the Peoples Republic of China and the Law of the People's Republic of China on Regional National Autonomy, they are relatively scattered, insufficiently systematic and perfect [10]. For example, the ways of using and managing the funds for ethnic education should be prescribed and guaranteed, so that students can enter and study smoothly. Only in this way can the implementation of preferential policies for ethnic education be further ensured, what is more, the ethnic education will develop better and faster.

Solving the problem of unequal entrance opportunities for ethnic minority students through several methods. In the process of the popularization of higher education in China, increasing the enrollment rate of minority college students helps to promote the higher education of ethnic minorities to be fair. The following measures could be taken: Firstly, charging differently. The government has carried out the policy of appropriate preferential treatment for minority students in their lives. Secondly, setting up the special financial support system. The government should set up a special fund fund to support ethnic minority college students based on the reality that most minority students cannot afford the tuition fees but the ethnic areas need talents. Then, the government should perfect the scholarship for ethnic specialties. In addition, the government should set up the system of high-granted scholarship for minority college students. Finally, the government should set up special-loan system for minority college students. Thirdly, setting up special entrance standards for ethnic minority students. At present, higher education in China has adopted some measures, such as reducing the admission score line, enrolling in national preparatory classes and so on, to recruit more minority students.

Further strengthening discipline construction. It is one of the important characteristics of ethnic institutions to continue supporting advantageous and characteristic disciplines, such as ethnic subjects. It is also necessary for promoting the development of ethnic work and inheriting the national culture. The cultivation of this kind of talents should be less and more precise, and the postgraduate education can be specially cultivated [11]. In addition, it should actively develop new disciplines and inter-disciplines, such as international finance, foreign trade, insurance, e-commerce, and some subjects that permeate liberal arts and sciences as well as combine science and technology.

Strengthening counterpart support. It should strengthen counterpart support and cooperation among colleges and universities between the eastern, central regions and ethnic minority areas, and at the same time strengthen exchanges and cooperation among colleges and universities between the eastern and central regions and ethnic minorities. In order to strengthen the teaching reform and develop the national education, it should absorb the advanced experience and the running mode from other neighbor colleges and universities in China. It should make full use of the China computer network for education and scientific research as well as the satellite television information

network, make full use of the funds specially set up by the Ministry of Education for poverty alleviation and support in the education project of modernization distance, and cooperate closely with the national key universities based on colleges and universities in ethnic minority areas, sending the teaching resources of famous schools and teachers directly to the west.

Stabilizing the teaching faculty. It should continue improving the working and living conditions for teachers in ethnic minority areas, stabilize teachers in poor and remote areas, and establish a stable wage guarantee mechanism for teachers in ethnic minority areas. It is suggested that the state establish a "post allowance for teachers in poor minority areas" to ensure that teachers' wages are paid in full based on the situation of financial difficulties in most minority areas.

Summary

Based on the guidance of the new educational ideology, the ethnic minorities in China adopt measures to improve the talents cultivation through strengthening the education of the multicultural ideology of the whole nation, setting up supervisory institutions, giving full play to the local autonomy, strengthening the education legislation of ethnic minorities, solving the problem of unequal entrance opportunities for ethnic minority students in various ways, further strengthening the construction of disciplines, strengthening counterparts support, and stabilizing the teaching faculty. The exploration and practice of improving the cultivation of higher educational talents of ethnic minorities is continuing, and it makes efforts to accomplish the aim and characteristics of running higher education of ethnic minorities, promote national unity and improve the economic and social development of ethnic minorities in ethnic areas.

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