Research on the Training of Young Cadres from Ethnic Minorities in Yunnan in the Context of "Internet+"

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Abstract: *Yunnan Province has a typical combination of frontier, ethnic, mountainous and poverty-stricken geographical characteristics. As the country further emphasises the importance of combining poverty alleviation with intellectual support, improving the cultural quality of rural cadres plays an important role in revitalising the countryside and promoting balanced economic development in the province. The "Internet+" education brings the concept of openness and sharing, which can effectively break the bottleneck of Yunnan's ethnic education development and open up new channels for rural cadres to upgrade their qualifications. In this paper, we analyse the current situation and dilemmas of the development of training for minority village cadres in Yunnan Province based on "Internet+". In this paper, we analyse the current situation and dilemmas of the development of "Internet+" based training for village cadres of ethnic minorities in Yunnan Province, and suggest feasible countermeasures and recommendations from the perspectives of government support, development of bilingual teaching resources, teacher team building and learning platform construction, in order to contribute to the improvement of the quality of ethnic education and the development of ethnic unity.*

Keywords: Internet+; ethnic minorities; village cadres training

1. Introduction

At present, China attaches more and more importance to the development of ethnic minorities, and in recent years China has made a series of efforts to reduce the development gap in the minority frontier areas of Yunnan Province, but due to the large ethnic minority population and the fact that that most of them are concentrated in rural areas, their backward development is still severe due to factors such as economic backwardness, cruel natural living environment, weak teachers, inconvenient transportation, and lack of teaching materials and facilities. The comprehensive economic and social development of rural areas and the governability of rural cadres are inseparable. Improving the cultural quality of rural cadres plays an important role in rural revitalization and promoting balanced economic development in the province, and is also necessary to ensure social stability and national unity and a moderately prosperous society in all aspects build up[1].The long-distance and open education breaks the restrictions of age, economic conditions, region and study time, providing village cadres in ethnic areas with more convenient and viable ways to get education.

The Open sharing concept in the era of "Internet+" education can effectively break the bottleneck in the development of Yunnan's ethnic education, and open education based on the "Internet+" breaks the restrictions of age, economic conditions, region and learning time, providing village cadres in ethnic areas. This paper analyses the impact of the Internet on the development of ethnic education in Yunnan. In this paper, we analyse the current situation and dilemmas of the development of "Internet+" based training for village cadres of ethnic minorities in Yunnan Province, and propose feasible countermeasures and suggestions from the perspectives of government support, bilingual teaching resources development, teacher team construction and learning platform construction, in order to contribute to improving the quality of ethnic education and promoting ethnic unity. We hope to contribute to improving the quality of ethnic education and promoting ethnic unity.

2. The need to strengthen the training of minority village cadres in Yunnan Province in the context of "Internet+"

2.1. The need to achieve national unity and guarantee social stability in ethnic areas

At the 19th Party Congress, forging a strong sense of Chinese national community was established as an important goal in building a national community, opening up new horizons in its work with ethnic groups, building moral values and gathering strength for national rejuvenation. Promoting the development of education in the ethnic areas of Yunnan Province can better build a sense of ethnic trust and promote ethnic unity and prosperity. The border areas of Yunnan have a typical multi-ethnic character, such as Nujiang and Diqing, with large ethnic minority populations and borders with many countries, and security and stability issues are of concern to many[2]. We should actively guide, educate and promote the ethnic minority people in the border areas by strengthening exchanges, communication and education, insist on "education-based", provide local ethnic cadres with good educational opportunities and enhance their sense of identity for national unity and ethnic unity.

2.2. The need for the development of minority areas in Yunnan Province

The majority of ethnic minority areas in Yunnan are poor counties, where local finances are difficult, financing is poor, farmers' incomes are low, and transportation is isolated. Many educational institutions have poor infrastructure, weak teachers and difficult to fulfill basic teaching conditions, resulting in low quality of education, which severely limits the development of education.[3]

Based on the characteristics of each ethnic group and region, we should make use of the "One Belt, One Road" initiative to promote the revitalisation of the countryside by providing advanced agricultural technology as a guide for better technological innovation and higher production, and by creating tourism villages to help economic development. It is imperative to train agricultural and management professionals, as well as economic professionals.

Faced with difficulties such as age, economic conditions, region and study time, the development of education for ethnic minorities not only requires effective management and support from the government, but also needs to explore a talent training model adapted to the reality of ethnic minority regions to solve the problem of teachers and the dilemma of training professional and technical talents. Due to its own advantages and characteristics, distance and open education based on "Internet+" has an irreplaceable role in training young cadres from ethnic minorities to meet the needs of modern construction.

2.3. The need for open education development

After years of theoretical accumulation and practical exploration, open education units have established a relatively complete open education teaching management model and learning support service system, supported by modern information technology and relying on distance learning platforms. At the same time, they have actively conducted training for teachers, managers, and professional and technical personnel on the development of course resources and the application of distance learning platforms, forming a strong modern distance and open teaching team. However, the source of students has become a bottleneck for the development of the school, and it has become a new proposal to innovate. The special geographical characteristics of the ethnic areas in Yunnan Province make the development and extension to the ethnic rural areas a new opportunity for the development of open education, which effectively fits the current focus of education and widens the urban-rural gap in regional education development and also supports rural revitalization and development of education for ethnic minorities.

3. Analysis of the current situation and dilemma of training young rural cadres of ethnic minorities in Yunnan Province under the background of "Internet+"

Yunnan Province is a multi-ethnic province with 25 ethnic minorities and nearly 80% of the minority population living in rural areas. The development of education for ethnic minorities is constrained by local economic and ideological backwardness.[4] With the development of "Internet+", the use of new technologies in distance and open education can be a more effective solution to the existing difficulties of education in ethnic areas and provide access to education.

3.1. Insufficient political support and lack of basic educational facilities

Most of the ethnic frontier areas in Yunnan Province are in remote areas, and economic development has lagged behind. The problems of insufficient provision of classrooms, dormitories and land, outdated teaching facilities and backward equipment are more serious, and cannot meet the needs of distance education and open education. In remote rural areas in particular, there are problems such as a lack of network access or a lack of learning materials such as computers and smartphones, which are severely affecting the popularity of open distance learning.

3.2. Late building of the faculty

The issue of teachers is the key to training young ethnic cadres. Distance learning and open education are different from full-time education. In addition to subject knowledge, teachers in modern open education need to be competent and able to apply information technology, such as building multimedia teaching resources, online classroom teaching, teaching support services, etc. Most of the existing teachers have an incomplete structure of expertise, lack awareness of actively improving the quality of teaching and learning, and have weak use of information technology and they lack innovation in their working methods and approaches. Due to the specific nature of minority cultures, many courses require bilingual instruction, and normal full-time university education does not meet the need for scarce minority education teachers.

3.3. Insufficient development of ethnic bilingual teaching resources based on distance and open education

The complexity and diversity of minority languages and scripts have become a major challenge in the current development of ethnic education. Research has shown that over 70% of ethnic minority residents still speak their local language. Although most adult students are able to use Chinese on a daily basis, there is a major dilemma when being taught directly in Chinese or when using Chinese to start online learning on their own.[5]

Due to the specific nature of ethnic education, we need to focus on creating bilingual teaching materials and open teaching resources. Today, the development of bilingual teaching resources in Yunnan Province is seriously lagging behind. The large number of ethnic minorities in Yunnan and even the existence of many branch dialects within certain ethnic minorities also creates additional difficulties and challenges in the development and translation of vernacular language teaching materials. Due to the lack of text and taster materials in ethnic languages, classes can only be conducted in Chinese, and students have difficulties in adapting and understanding. [6] Secondly, in relation to the use of teaching materials and the creation of online teaching resources for open education in ethnic areas, the focus is on the creation of teaching materials and resources that are highly theoretical and adaptable to general higher education and do not meet the goal of promotion of practical talents.

3.4. Inadequate open teaching management system

Open education breaks down the barriers and limitations of traditional education and is mainly conducted by students through the Internet, which places higher demands on students' independent learning ability and awareness. Through conversations with open education students in ethnic areas, we know that very few students are able to strictly follow the self-learning requirements, and most of the video or text resources are only opened to meet the learning platform requirements, but they don't really do serious learning.

In order to fully guarantee the quality of teaching and learning, open education usually relies on a combination of online and offline learning methods. There is a corresponding management system for education and teaching management, but it is difficult to implement it consistently. The local centralized face-to-face teaching and management is carried out by local universities or teaching bodies. Due to factors such as conflicts between students and engineers, tutoring credits have a low attendance rate and loose evaluation of tutors in conducting teaching activities. The teaching and management approach is homogeneous and lacking in innovation, focusing more on simply completing tasks and helping students graduate, making it difficult to provide quality education. In order to improve this situation, a better teacher supervision system needs to be put in place.

4. Analysis of countermeasures for training young rural cadres of ethnic minorities in Yunnan Province in the context of "Internet+"

With China's increasing attention to the development of education in border minority areas, a series of efforts have been made in recent years to narrow the regional development gap in Yunnan's border minority areas. The "Internet+" has helped us to make great progress in the training of young cadres from rural minority areas in Yunnan Province. To address the problems in practice, we have explored the following aspects with a view to proposing feasible solutions.

4.1. Increase support for government policies

4.1.1. Strengthen government financial and policy support

Due to the problems of minority education in Yunnan Province, financial support for open and distance education should be further increased to provide financial security and political support for the development of minority area education.

Firstly, the problem of lack of educational materials and specialized teachers in ethnic areas can be further addressed by conducting state support projects related to ethnic minority education and establishing special funds for the development of ethnic minority education.

Secondly, focus on increasing the construction of information technology, information technology is the core and the foundation of open education. They need to further improve the learning support service function, strengthen the construction of the learning platform, and push ahead with the introduction of big data technology to improve the management and supervision of open education to improve the quality of open education.

Furthermore, legislation on education for ethnic minorities should be improved and enforcement strengthened to promote educational equity in ethnic minority areas.

4.1.2. Deepening school cooperation projects to achieve the goal of mass education for ethnic minorities

The age of Internet+ education brings with it the possibility of realizing the sharing of quality teaching resources. Through further cooperation between universities and local governments, local governments support tuition fees and teaching organization while universities perform teaching functions. Yunnan Open University is currently running cooperative programs with a number of states and cities, and using its distance and open education faculty, teaching resources and tiered teaching offerings to train preschool teachers and rural cadres and rural technicians through the joint efforts of the government and schools to solve the development dilemmas addressing ethnic minorities.

Yunnan Open University currently specializes in establishing rural revitalization colleges and operates cooperative schools in most parts of the province, which through the joint efforts of the government and schools train preschool teachers and rural cadres and rural technicians to effectively tackle development Dilemmas of ethnic minorities. We can deepen and extend cooperation to ethnic areas and expand the scope of schooling in ethnic areas through government support and guidance.

4.2. Strengthen the construction of open education teachers in ethnic areas

4.2.1. Increase training efforts to improve the quality of teacher competence

In addition to attracting professional teachers through government financial and policy support, existing staff should be encouraged to upgrade their academic qualifications, form part-time teaching teams, and strengthen professional skills training.

Open and distance education is different from ordinary higher education. In addition to solid professional knowledge, open education teachers in the context of "Internet+" should also have information technology skills, such as the ability to develop curriculum design and online teaching resources, and the ability to use distance learning methods and technologies. They should be able to integrate various effective teaching resources and technical means, develop and build specialised course resources, and help students to better realise barrier-free independent learning. Therefore, we need to provide targeted training to enable teachers to continuously adapt to the needs of open education in the new era.[7]

4.2.2. Strengthening bilingual teachers in ethnic areas

As teachers in ethnic minority areas, bilingual and intercultural teaching skills are particularly important, and bilingual teaching is an important means of promoting ethnic unity. The locals have a language advantage and are more familiar with the cultural background and the language of the ethnic group. We must empower teachers in ethnic minority areas, break down language barriers in students' learning practices, and actively adapt to the diversity of their cultural backgrounds.

4.3. Improve the building of learning platforms and classroom resources for learning in ethnic open education

4.3.1. Deepen the construction of an integrated learning platform for open education and strengthen the teaching support service function

Open education should adhere to the support of information technology, make full use of new information technology tools such as big data, 5G, artificial intelligence and cloud computing, deepen the construction of an integrated open education online learning platform, and build a comprehensive digital learning environment, to create lifelong Enable learning for all people and improve online and offline support service capabilities.

Because most of the students in ethnic areas have never received professional computer application training and have no information literacy, it is important to focus on the interface and functional design when developing the platform and follow the principle of user-friendliness. Otherwise, the increased learning difficulty will cause students to lose confidence and enthusiasm for learning, affecting the quality of teaching and learning.[8]

4.3.2. Innovative development of teaching resources for ethnic education

The innovative development of appropriate teaching materials and resources for ethnic minorities is an important prerequisite for improving the quality of education. We must combine information technology with digital teaching resources, rich in characteristics of ethnic regions and cultural characteristics, and strengthen resources on ethnic cultural backgrounds, ethnic customs, traditional crafts of ethnic minorities, and bilingual teaching materials to maximize the impact of distance learning. Since Open Education is mainly self-learning, the construction of teaching materials must be combined with animation and micro-lessons in order to efficiently disseminate knowledge and fully engage students in learning.

Secondly, in the development of teaching resources with ethnic characteristics, we should not only simply translate and copy Chinese educational resources, but also systematically compile and develop teaching resources that reflect the cultural traditions of ethnic minorities and adapt to the actual development of ethnic areas on the basis of inheriting and carrying forward the excellent culture and tradition of ethnic minorities, helping minority students improve their cultural quality and sense of national culture.[9]How to cope with the impact of modern civilization on the distinctive cultures and traditions of ethnic minorities and how to effectively transmit the excellent culture while promoting high-quality development of education for ethnic minorities is a question worthy of careful consideration.

4.4. Improve teaching management and supervision mechanism

The current situation of low awareness of independent learning, coping and low quality of learning among students online is prevalent in open education; In the case of offline learning, there are problems such as low attendance rates of students and loose management of teachers. We should always put the strengthening of internal construction in the first place, effectively improve the quality of open education, and deepen and improve the teaching supervision and management mechanism from two aspects: "improving the quality of teaching management" and "promoting students' independent learning".

4.4.1. Strengthening bilingual teachers in ethnic areas

We will strengthen the management of open education and teaching, deepen reforms in the areas of teacher access, professional curriculum, classroom teaching, student learning quality standards and graduation standards, improve quality standards, and constantly strengthen the construction of a teaching quality assurance system.

4.4.2. Improve the open education teaching evaluation system

Firstly, reforms can be made to strengthen the management of the learning process, reforming the examination and assessment methods, and improving the assessment mechanism of independent

learning to fully mobilize students' learning initiative and enthusiasm. Secondly, external evaluation agencies should be actively used to conduct graduate and employer satisfaction surveys and to strengthen monitoring and evaluation of the quality of open education. Especially for the lower teaching points, the incentive and evaluation mechanism should be optimized and the regular teaching inspection and evaluation system within the open education system should be continuously improved.

5. Conclusion

Improving the cultural quality of young cadres from ethnic minorities in Yunnan province is important for the revitalisation of the countryside and the balanced economic development of the province, as well as for maintaining the unity of the motherland and the stability of the frontier and promoting ethnic unity. In the context of "Internet+", we can start by enhancing financial policy support, strengthening the construction of professional and open teaching staff, strengthening the construction of teaching platforms and teaching resources with ethnic characteristics, and improving teaching management and supervision mechanisms, so as to comprehensively improve the quality of teaching, thereby promoting the modernisation of Yunnan's ethnic education and providing more scientific and technological support and talents for ethnic In this way, we will promote the modernisation of ethnic education in Yunnan, provide more scientific and technological support and talent guarantee for ethnic areas, and contribute to the long-term peace and security of the country and national unity.

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