

The Rise, Reform and Development of the Party's Education in Xinjiang in the Early Stage of the People's Republic of China

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Abstract: *In the early days of liberation, Xinjiang was faced with many difficulties in education, including shortage of educational funds, poor basic education conditions, chaotic educational institutions, and a huge shortage of teachers. For this reason, the Xinjiang Branch of the Communist Party of China launched a vigorous educational reform and practice campaign in Xinjiang. Mainly through rectifying the style of study, reforming the school system, unifying teaching materials, strengthening patriotic education, transforming the old teachers, and carrying out the winter school campaign and literacy campaign, the education in Xinjiang has been further restored and developed.*

Keywords: *Xinjiang Education; change development; practice*

1. The current situation of education in Xinjiang after the founding of New China

After the founding of New China, under the leadership of the Communist Party of China, in order to further implement the party's educational policy, the Xinjiang Branch has taken a series of measures to develop Xinjiang's education in accordance with the unified deployment of the central government and in light of the actual situation in Xinjiang.

1.1 Shortage of education funds and poor basic conditions

Before the liberation of Xinjiang, the lack of educational funds for a long time resulted in poor school conditions, which affected the development of basic education to a certain extent. In the autumn of 1942, he joined the Kuomintang. The power of the Kuomintang quickly penetrated into Xinjiang. The devaluation of paper money, soaring prices, and corruption in the Kuomintang-ruled areas quickly spread throughout Xinjiang. Various undertakings were stagnant, and education showed a decline. In July 1946, the coalition government of Xinjiang Province was established, and Saifuding served as the director of education. Although the coalition government tried to develop education, it ended in financial collapse when Chiang Kai-shek launched an all-out civil war. Until 1947, the total expenditure of Xinjiang province was 13620390715 yuan, of which the expenditure on culture and education was 4000000000 yuan, accounting for 29% of the total expenditure. Even so, it could only maintain the wages of employees in the education system.

The investment in culture and education is low, the natural conditions of Xinjiang's educational foundation are backward, and there are relatively few schools. According to statistics: "In 1930, there was only one secondary school in Xinjiang with 150 students and 148 primary schools with 6,855 students". Until liberation, "in Xinjiang there was only 1 college with 379 students; 9 middle schools with 2,925 students; 11 technical secondary schools with 1,975 students; and 1,335 primary schools with 197,800 students." [1]

The number of schools is small, and educational resources are even less available. Students' right to education is restricted, and most families do not have the conditions to allow their children to receive school education. When Xinjiang was liberated, there were only two kindergartens in the region, with only 112 children and 7 teachers. The enrollment rate of school-age children in the region was only 19.8%, and there were only 457 primary school students per 10,000 population. Children of workers and peasants have very few opportunities for education. Ethnic education is relatively backward. In 1949, there were 4,042,400 ethnic minorities in Xinjiang, accounting for 93.28% of the total population of Xinjiang. However, there were only 1,891 ethnic minority middle school students, or 4.68 per

10,000 people on average.

1.2 The educational system is chaotic and the educational institutions are complicated

In the early days of liberation, Xinjiang's basic education was very weak. The slow development of education and the unreasonable layout of schools seriously affected the development of education in Xinjiang. Before liberation, there were only 8 middle schools in Xinjiang with only 2,925 middle school students. In addition, under the influence of the Kuomintang's autocratic politics and autocratic culture, the layout of middle schools in Xinjiang is also extremely unreasonable. Before the liberation of Xinjiang, there were one city, ten special districts, and seventy-six counties. Among the eight middle schools, five are concentrated in Dihua, and the remaining three are distributed in Hami, Balikun, and Kashgar. There are no middle schools in many special districts.

Before liberation, the educational institutions in Xinjiang were chaotic and complicated. Schools of all levels and types are run by the government, the private sector and the cultural promotion associations of various ethnic groups respectively. At that time, the Nationalist government had very little support for the education of all ethnic groups. Most of the schools, except for association schools, were private, relying on fundraising to run schools, and most of the schools were poorly equipped. The curriculum of a large number of schools has scripture classes, which are very religious. In addition, there is still confusion in the academic system. For example, before liberation, the primary school system was four-year in Yili, Tacheng and Altay districts, and five-year in Dihua, Hami, Yanzhe, Aksu, Kashgar, Kizilsu, and Hotan seven districts. The lack of unified management has led to the stagnation of education development in Xinjiang.

1.3 Weak capital and shortage of professional teachers

In the early days of the founding of the People's Republic of China, there was a shortage of teachers in Xinjiang, the overall level was not high, the opportunities for teachers to receive training were limited, and there was an urgent shortage of teachers in primary and secondary schools. In 1949, there were 10 secondary normal schools in Xinjiang. There were 1,806 normal students in Xinjiang, and only 106 normal students could graduate on time. Obviously, the shortage of teacher reserve resources was closely related to the shortage of teachers. "In 1949, there were 9 middle schools in Xinjiang with 172 full-time teachers, including 94 minority teachers." As of 1949, there were 9,600 teachers and staff in Xinjiang primary schools, and only 7,600 full-time teachers, of which 6,799 were teachers from ethnic minorities.

The foundation of higher education is weak. The Xinjiang College, established in 1935, had only 379 students at the time of liberation. It was the only institution of higher learning in Xinjiang at that time. By the summer of 1949, there were only 60 full-time and part-time teachers, 223 students in the university department and 156 in the specialist department. The teacher-student ratio is not coordinated, and some courses set by various departments cannot be offered due to lack of teachers. On the eve of liberation, when the people's government took over Xinjiang College, there were only 5 full-time teachers and 12 part-time teachers. "It is impossible for more than a dozen teachers to set up 5 departments and 3 specialties. Many majors cannot be taught. Solving the shortage of teachers is the biggest problem facing Xinjiang College after liberation..."[2]

2. The goals and tasks of Xinjiang's educational reform in the early days of the founding of the People's Republic of China

2.1 Revolution and construction go hand in hand, and implement the party's educational policy

Strengthening revolutionary enthusiasm and political identity, and strengthening the service of education to politics are the primary goals of education at the beginning of the founding of the People's Republic of China. From 1949 to 1956, China was in the transition period from New Democracy to Socialism. The cultural and educational policies and objectives of the Party and the country focused on eradicating old ideas, cultivating revolutionary consciousness, and maintaining ideological security. The Common Program of the Chinese People's Political Consultative Conference pointed out that "the cultural and educational work of the people's government should focus on improving the cultural level of the people, cultivating national construction talents, eliminating feudal, comprador and fascist ideas, and developing the idea of serving the people. Tasks... To implement universal education in a planned

and step-by-step manner, strengthen part-time education for laborers and education for on-the-job cadres, and give revolutionary political education to young intellectuals and old intellectuals in order to meet the broad needs of revolutionary work and national construction. "[3]The Common Program pointed out the direction of the new democratic cultural education after the founding of the People's Republic of China, and has a distinctive revolutionary cultural color. The nature of revolutionary culture determines that during the transition period, the main task of education is to reform old education and build new education, consolidate the alliance of workers and peasants, and make "education serve production and construction, and serve workers and peasants". In March 1950, the Xinjiang Provincial People's Government issued The Instructions on the Current Education Reform in Xinjiang, requiring "planned and step-by-step reforms of the national government's educational system, teaching methods and curriculum content so that they meet the interests of the people and build new society's needs." [4] In the goal of education reform for primary and secondary schools, it is clearly pointed out that "the old curriculum and teaching materials were designed for the reactionary education system of the Kuomintang and should be gradually reformed. All schools should immediately stop teaching curricula and teaching materials that contain anti-communist and anti-people content." [5] It requires the study of Marxism-Leninism and Mao Zedong Thought.

2.2 To serve the construction of Xinjiang, clarify the tasks of education

Serving the people and the construction of Xinjiang has become the value pursuit of Xinjiang's educational work. In October 1950, the first provincial cultural and educational work conference was held in Xinjiang Province. Deng Liqun made a report entitled Guidelines and Tasks of Cultural and Educational Work in Xinjiang Province, which clarified that the cultural and educational policy of Xinjiang Province is that the cultural and educational policies of all ethnic groups should be implemented in all ethnic groups. Under the general policy of the People's Democratic United Front, it serves the people, national unity, and production and construction.

Based on this, the Xinjiang Branch proposed specific tasks. First, for higher education, it is necessary to run Xinjiang colleges well, and adhere to the principle of being consistent with practice and apply what you have learned. Second, teacher education should be the focus of educational work, and a large number of teachers should be trained to develop basic education in Xinjiang. Third, the existing secondary schools should be gradually rectified and reformed in a systematic and planned manner. Fourth, restore and enrich national education, cancel scripture courses, and enable primary education to get on track. Fifth, carry out social education. We will organize industrial and agricultural supplementary supplementary education, and implement winter schools and literacy classes among the workers, peasants, and women. As Wang Enmao said, "We must attach importance to the development of production and cultural education. Party committees at all levels must strengthen leadership over school education. At the same time, we must carry out mass literacy campaigns, and make good use of winter time to organize mass literacy and reduce illiteracy among the masses." [6] Sixth, attach importance to cultivating ethnic minority intellectuals, selection of local ethnic students to study in the mainland and the Soviet Union.

The party's educational work in Xinjiang is the product of the close integration of the central educational policy with the actual provincial conditions. It is consistent with the party and the state's educational policy and training goals in terms of value and philosophy pursuit, and is the basis for carrying out specific educational practice work. Action guidelines are provided.

3. The practice of the Party's educational policy in the early period of the Republic of China in Xinjiang

Under the guidance of the Party's education policy and the promotion of specific tasks, education administrative departments at all levels and schools of various types in Xinjiang have promoted the gradual improvement and development of the education system by integrating existing teaching resources, unifying curriculum materials, and carrying out patriotic education.

3.1 Rectify and renovate schools and integrate educational resources

In the face of the chaos of education in Xinjiang before liberation and the chaotic school system, the CCP urgently needed to get rid of the education dilemma at the beginning of the founding of the People's Republic of China. Disputing the education system and standardizing teaching activities

became the first choice. For education to go out of feudalism to the people, it is the first step to break the feudal system of schools from the educational system and content. In terms of the educational administrative system, after the peaceful liberation of Xinjiang, school committees, student unions, and study and life groups were generally established in schools. So far, teachers' enthusiasm for work has increased, and school life has become colorful and lively. In terms of educational content, reactionary courses, such as civic, child training, and military training, were banned, and textbooks in various national languages published during the Kuomintang period were banned, while patriotic education for teachers and students was strengthened.

Integrating educational resources is a necessary means to rectify school spirit and improve teaching quality. After liberation, in order to transform the old school into a powerful tool to serve the people, the Xinjiang provincial government made the following rectifications according to the requirements of the party committee. Focusing on secondary schools in Dihua City, the class size will be further enriched and the teaching resources of teachers will be concentrated. In 1950, the number of schools in Xinjiang increased by 0.69%, the number of classes increased by 6.5%, the number of students increased by 7%, and the teaching staff decreased by 31%. [7]

Taking over council schools is another move to regulate education. At the beginning of liberation, the provincial government stipulated: "For private and joint schools at all levels, except for those with reactionary political backgrounds, the policy of protecting and helping to gradually transform should be adopted, but the new democratic education policy and the decrees of the people's government must be implemented... The government will give appropriate rewards to those who have achieved results in private or public schools." [8] In September 1950, the First Congress of the Xinjiang People's Democratic League decided to temporarily take over the Huili School, and gradually transfer all the original Huili primary schools and orphan schools, including the school-running policy, teaching content and curriculum development, to the government for management. In the same year, the government accepted 247 Xinmeng association schools, 2224 classes and 103782 students.

3.2 Unify ideological education and reform academic curriculum

Standardizing the educational system, enhancing the political identity of people of all ethnic groups in Xinjiang, unifying education, standardizing the content of teaching materials, deleting the original religious teaching content, and strengthening correct political guidance have become the core of curriculum reform. The Xinjiang Branch demanded that all subjects and teaching materials with anti-communist and anti-people content be immediately stopped in schools; in particular, the religious classes offered by some cultural promotion associations and conference schools should be gradually cancelled. Educational system reform is an important way to unify and standardize teaching activities in primary and secondary schools. In May 1950, the Xinjiang Provincial People's Government issued The Instructions on the Current Education Reform in Xinjiang, requiring the reform of the educational system in accordance with the instructions of the Party Central Committee. Class hours for primary school courses: 28-30 hours for senior grades (fifth and sixth grades), and 24-28 hours for middle and junior grades (third and fourth grades). The school system is to maintain the original system, that is, 4 years for junior primary schools and 2 years for senior primary schools, all enrolling students in the autumn. Ordinary middle schools follow the three-three system, with weekly class hours of 28-30 hours.

Through the reform of curriculum and educational system, not only have the courses offered by the school been optimized, the duration of study in various types of schools has been determined, but also the use of teaching materials has been clearly stipulated. These measures have reformed the unreasonable time limit and system, standardized the teaching content, and unified the new system of education in Xinjiang, which is of great positive significance for the smooth development of education at all levels and types in Xinjiang.

3.3 Renovate the old teachers and cultivate the teaching team

According to statistics in 1951, there were 8,511 teachers in Xinjiang, including 5,963 teachers from public primary schools and 2,543 teachers from Xinmeng primary schools. Among these teachers, 66% were not qualified enough for political work. It is a problem of political quality. Due to the turbulent current situation and the lack of unified education and management, in order to strengthen the strength of teachers, the Xinjiang branch pays more attention to the training of teachers while reforming the old teachers' thinking.

Renovating old teachers is the fastest way to enrich the teaching staff. To a certain extent, the training time can be shortened, so that they can enter the workplace as soon as possible, and gradually guide them to establish the awareness of serving the people. The renovation of old teachers is mostly carried out in the form of training courses. In 1950, in order to reform and train teachers, the Department of Education organized training courses during the summer vacation to strengthen ideological and political education. Various districts in Xinjiang compete to offer summer training courses, with 1,188 people in Dihua and 1,050 people in Kashgar. The total number of people involved in learning is 6079, which is 63% of the actual number of teachers. In 1951, the Xinjiang Branch dispatched 60 cadres, graduates from the Nationalities College and Teachers College for intensive training. During the training, they mainly studied cultural business documents to guide them to understand the dangers of counter-revolutionaries. After the end, they were sent to various districts in southern Xinjiang to serve as tutors.

As far as higher education is concerned, the biggest problem in Xinjiang colleges after liberation is the shortage of teachers. In order to solve the problem of teachers, one is to transfer a group of teachers with teaching experience from outside the district; the other is to select and send outstanding graduates to key colleges and universities in the mainland for training; the third is to train teachers based on the college and the method of mentoring students. By transforming old teachers and cultivating new teachers, the scale of teachers has been expanded, providing high-quality talent guarantee for education in Xinjiang.

4. The Progress and Development of Xinjiang's Education in the Early Stage of the People's Republic of China

In the 1950s, the rapid changes in the development of education in Xinjiang came from the guidelines and policies formulated by the Party Central Committee in response to the current education situation at that time and the systematic and regionally matched development needs implemented by local Party committees in their implementation. The development of education in Xinjiang tends to be stable.

Driven by this development trend, the overall development of primary schools in Xinjiang tends to rise steadily. From 1949 to 1960, the number of primary schools in Xinjiang increased from 1,335 to 4,258, an increase of nearly 3.2 times, which eased the problem of shortage of local educational resources in an orderly manner. The number of students in school has increased from 197,850 to 897,230, and the number of minority students has increased from 182,427 to 746,344, accounting for more than 80% of the total number of students in the school, an increase of 4.1 times; at the same time, the number of teachers has increased from 7,705 to 25,924, and the number of minority teachers increased from 6,799 to 19,030, an increase of 2.8 times.

The scale of secondary schools and the scale of students in schools increased significantly. From the early days of the founding of New China to 1960, the number of middle schools in Xinjiang increased from 9 to 272, an increase of 30 times; the number of students in the school increased from 2,925 to 150,538, and the number of minority students increased from 1,891 to 127,605. Occupy 84% of the total number of students, an increase of 67 times; minority teachers increased from 94 to 4,666, an increase of 49.6 times.

The scale of secondary vocational colleges has grown rapidly. From the early days of the founding of New China to 1960, the scale of secondary schools increased from 11 to 80, an increase of 7.2 times; the number of ethnic minority students increased from 1,266 to 18,019, an increase of 14.2 times; the number of ethnic minority teachers increased from 76 The number increased to 960, an increase of 12.6 times.

5. Conclusion

In the early days of the founding of the People's Republic of China, under the correct leadership of the Party, the Xinjiang Branch adhered to the principle of education facing the people, and trained a large number of talents for the construction and development of Xinjiang. More importantly, through education, the people of all ethnic groups established a correct political awareness and safeguarded the republic. the new regime. Compared with the development of other social undertakings, the achievements in education development are enormous, which is the result of the correct leadership of the Central Committee of the Communist Party of China and the Xinjiang Branch. Taking history as a

mirror, Xinjiang has a special geographical location. At all times, we should uphold the Party's overall leadership in education, adhere to the correct political direction, and give full play to the enthusiasm of the central and local governments. This is the experience of history.

On the occasion of the 20th National Congress of the Communist Party of China, reviewing the Party's educational work in Xinjiang in the early days of the founding of the People's Republic of China has a certain historical basis and practical significance for excavating the materials for learning the Party history of the education system. The key to running China's affairs well lies in the Party; the realization of the great rejuvenation of the Chinese nation, in the final analysis, depends on talents and education. Learn from the party's historical experience, adhere to the party's overall leadership in education in the new era, and unswervingly promote the modernization of education, so as to provide a strong political guarantee and strong talent support for the realization of the great rejuvenation of the Chinese nation.

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