

Sustainable Development Education in Primary and Secondary Schools of Minority Areas in China: A Multicultural Perspective

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Abstract

Lianshan Zhuang and Yao Autonomous County in Guangdong Province "old, less, side, and poor areas, is considered to be outside the" wild land ". In the new China before the establishment of education is very backward, due to various reasons, Zhuang, Yao people are illiterate. Therefore, also known as the "uncivilized people". After the founding of new China, under the care of the national policy of the party and state, the county, the county government a clear understanding of the education on the economy role in promoting, therefore, increasing investment in education funding, against all odds, improved education, making education vigorous development.

This paper explores the education problems of Lianshan minority areas in multi perspectives, and gives useful suggestions. It points out the multi-national education problems existing in our country. Thus, it suggests properly treating the education problems in the ethnic minority areas according to the actual situation, and taking a national education road with Chinese characteristics, national characteristics and time characteristics. On the basis of analysis and synthesis, giving Hill education improvement suggestions, hope to be able to as the development and improve the education of useful advice, so that the hill region of the national education more get attention, let hill as a model of education in ethnic minority areas, improve even mountain area of influence, through the development of education, continue to catch up with the Pearl River Delta area of education and economy. At the same time, on the other "old, less, side, and poor ethnic minority areas as positive impact, give them a reference template, can learn from each other and absorb the experience, of other slightly backward minority areas of education have a positive role in promoting.

Keywords: Multicultural Education, Yao nationality, Zhuang nationality, National Education

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Introduction

Research background

Through two years of professional training in Marxist ethnic theory and policy, and continuous study of works related to ethnology and anthropology, under the premise of fieldwork in Lianshan Zhuang and Yao Autonomous County in January and February 2015, I became deeply interested in ethnic education, and believed that ethnic education profoundly affects the political and economic development of ethnic areas. According to CNKI's published papers, there are quite a few scholars who study the education of ethnic minorities, the Yao, and the Zhuang nationality, but there are very few articles on the education of Lianshan Zhuang and Yao Autonomous County, so the author believes that there is a need for research.

Furthermore, my fieldwork in January-February 2015 found that Lianshan Zhuang and Yao Autonomous County seemed to attach great importance to education on the surface, and made great progress in recent years; between 2012 and 2014, Lianshan's Yonghe Town, Jitian Town, Xiaosanjiang Town, Futang Town, Taibao Town, Hedong Town, and Shangshuai Town all passed the Guangdong Province Education Strong Town Inspection. On December 25, 2014, Lianshan met the national assessment and recognition standards for balanced development of compulsory education. On 30 December 2014, the Provincial Department of Education awarded Lianshan the title of "Guangdong Province Education Strong Town". However, according to the field visit to the school, there are still the following problems in Lianshan's education: first, the age structure of teachers in some rural schools, the number of teachers specializing in music, physical education, art, foreign languages, and other subjects are insufficient, and there are structural shortages and other problems. Second, At the present stage, China still uses Western diversified education theories to guide the education of ethnic minorities in China, but in the end, whether the Western education model is suitable for China's ethnic minority areas, or in other words, from the perspective of diversified education, China's ethnic minority areas can finally blaze a trail of education for ethnic minorities with Chinese characteristics.

In the article "The American View of Multicultural Education and China's National Education", the author analyzes the background, meaning, and proposition of the rise of multiculturalism in the United States, and puts forward the American concept of multicultural education: "multiculturalism" is an educational idea and method; It is a view of history; is a theory of cultural criticism; It is a theory of the new world order after the Cold War. In "On the Development and Dilemma of Multicultural Education", first analyze the background of the era of multicultural education, so as to put forward the multicultural education in the United States and Canada, compare the similarities and differences between them, in the United States, multicultural education mainly refers to the acceptance of students of different identities, races, cultures, economies, regions, education should meet the learning needs of each race, region, and culture of the population, provide students of different cultures with multicultural skills and knowledge, and the composition of teachers should have different cultures, Representation of race, etc. In the article "The Development Trend of Ethnic Education from the Perspective of Cultural Symbiosis", he puts forward the concept of cultural symbiosis as a cultural form of heterogeneous coexistence, mutual exchange, and inclusiveness of different ethnic groups and different cultures. In "The

Contemporary Western Theory of Multicultural Education and Its Enlightenment to the Education of Ethnic Minorities in China," he proposed that some multi-ethnic countries in the West allow the common and equal development of all ethnic cultures in those countries that are multi-ethnic and multicultural coexist, so as to ensure the coexistence of multi-ethnic and multicultural education and enrich the education of the entire national culture.

Literature review

The factors influencing green collaborative development between enterprises and industrial parks in industrial undertaking areas have been extensively studied in terms of industrial agglomeration and environmental governance. Scholars have proposed three main perspectives on this matter.

The first, industrial agglomeration promotes environmental governance. Firstly, industrial agglomeration promotes spillover of environmental protection and energy-saving knowledge among enterprises, leading to improved eco-friendly technologies and innovation. This reduces individual firms' pollution control costs, optimizing the regional ecological development environment (Hosoe & Naito, 2006; Wu et al., 2022). Secondly, industrial agglomeration generates economies of scale in environmental resource consumption, resulting in reduced resource use and lower pollution emissions per unit of industrial output (Brownstone & Golob, 2009; Holden & Norland, 2005; Shen & Peng, 2021). Thirdly, industrial agglomeration can realize scale effects in environmental governance, leading to lower governance costs (Andreoni & Levinson, 2001). Fourthly, industrial agglomeration promotes internal resource recycling within agglomerated regions, thus decreasing pollution emissions (Bressanelli et al, 2022). Fifthly, industrial agglomeration enhances production efficiency, subsequently raising local residents' income and fiscal revenue. The improved material living standards of residents inevitably lead to heightened demands for a pristine ecological environment, compelling governments to intensify environmental governance efforts, implement stricter environmental regulatory systems, and encourage enterprises to engage in green technological innovation and adopt clean production measures, ultimately leading to improved ecological conditions (Cheng, 2016; Feng et al., 2022)

Secondly, industrial agglomeration exacerbates environmental pollution. Scholars advocating this view argue that excessive agglomeration can lead to overcrowding, resulting in intensified environmental pollution. The localized expansion of production capacity and increased energy consumption owing to industrial agglomeration can lead to higher overall pollutant emissions, thereby increasing the difficulty of regional environmental governance. Although industrial agglomeration can promote technological improvements in enterprises, if these improvements focus on enhancing output efficiency, they may lead to increased unit output within the region and, paradoxically, worsen environmental pollution. Various studies have supported the reality of environmental pollution caused by industrial agglomeration. For instance, Virkanen (1998) empirically analyzed industrial agglomeration in southern Finland and concluded that manufacturing agglomeration exacerbates air and water pollution. De Leeuw et al. (2001) and Verhoef and Nijkamp (2002) employed empirical analyses using data from 200 European cities and European urban data, respectively, both arriving

at a significant positive correlation between industrial agglomeration and environmental pollution. Cheng (2016) conducted empirical analysis using data from 285 Chinese cities at the prefecture level and above, concluding that economic agglomeration exacerbates environmental pollution; conversely, environmental pollution also inhibits further economic agglomeration.

Thirdly, there is a complex relationship between industrial agglomeration and environmental pollution. Tan et al. (2022) proposed an "N-shaped" relationship curve between manufacturing agglomeration, air pollution, and energy conservation and emission reduction. Zhu and Xia (2018) argued that there is an inverted U-shaped relationship between industrial agglomeration and environmental pollution, with marketization being a crucial determining factor for this relationship. Ren-f (2015) suggested a threshold feature in the relationship between industrial agglomeration and environmental pollution. Pang et al. (2021) posited that industrial agglomeration may act as a "resistance" to environmental governance in the short term, primarily due to the "concentrated emission" of polluting enterprises within a spatial area. The mechanism underlying this complex relationship can be summarized as follows. Influenced by external factors, such as the environment, geographical conditions, technological levels, and environmental regulations, the impact of industrial agglomeration on environmental pollution is characterized by instability (Zeng & Zhao, 2009). The combined effects of the positive and negative externalities from industrial agglomeration contribute to environmental pollution. When negative externalities dominate the agglomeration's environmental impact, they intensify pollution; conversely, the opposite is true (Chen et al., 2020).

Research on multi-participatory environmental governance systems is as follows: Earlier, environmental governance adopted an administrative-oriented management system that combined unified supervision and management with hierarchical and sectoral management. This management system was mainly based on the assumption that environmental problem makers would transfer the costs of environmental management to society (Mu & Liu, 2008). With the development of the social economy, deteriorating ecological and environmental problems are increasingly related to people's immediate interests, which even cause social conflicts to intensify (Dominelli, 2012). Since the administrative-oriented environmental governance system cannot effectively coordinate the environmental interests of enterprises and society, its shortcomings have gradually emerged. The latest research on environmental governance has begun to turn to a pluralistic co-governance system, in which the public, government, enterprises, and NGOs cooperate to achieve environmental governance. This value lies in the ability to achieve a consensual scale of public goods that cannot be provided by a single entity (Agranoff & McGuire, 2001). Ha et al. (2016) examined the factors affecting private sector participation in environmental co-governance in different regions. Provan and Kenis (2008) proposed the structural characteristics of a network of co-governance systems in the public sphere and their influencing factors. Feiock and Scholz (2010) systematically explored how factors characteristic of metropolitan areas (e.g., geographic space, population size, industrial structure and institutional base) influence collective institutional action in regional environmental governance.

There have been extensive and in-depth studies on the relationship between industrial agglomeration and environmental quality, and on the multiple environmental governance system, but there are few studies on

the relationship between industrial agglomeration and environmental pollution in provinces, cities, and industrial parks, and fewer studies on the role played by governance bodies in the coordinated development of industrial agglomeration and the ecological environment. This study intends to address the shortcomings in the research to propose the key factors affecting the green coordinated development between enterprises and parks and put forward corresponding policy suggestions for promoting the green transformation development of industrial parks. The paper contributes to the existing literature as follows. First, to the best of our knowledge, this is the first study to employ grey correlation analysis to evaluate the factors influencing green development in Guangdong Province, offering a new methodological direction for future studies in this domain. Second, this study expands the existing literature and provides evidence of green coordinated development using a sample from Guangdong Province. Finally, this study provides practical recommendations for policymakers to improve their green development management practices.

The Objective of This Study

By exploring the educational problems in Lianshan ethnic areas from a pluralistic perspective, this article gives useful suggestions to point out the existing problems in China-led education in multi-ethnic areas, and thus suggests that ethnic minority areas should treat the education problem in minority areas in light of actual conditions and seeking truth from facts, and should follow a road of ethnic education with Chinese characteristics, national characteristics, and highlighting the characteristics of the times.

Literature Review

In the article "The American View of Multicultural Education and China's National Education", the author analyzes the background, meaning, and proposition of the rise of multiculturalism in the United States, and puts forward the American concept of multicultural education: "multiculturalism" is an educational idea and method; It is a view of history; is a theory of cultural criticism; It is a theory of the new world order after the Cold War (Zhang & Dai, 2009). It means that multicultural education is to let students continue to learn American history is the process of symbiotic coexistence and integration and exchange of various races, recognizing cultural differences, equality and influence, and American culture has become the current American culture under the role of continuous integration and mutual influence of the cultures of various nationalities, the purpose is to help American students understand and respect other ethnic groups and cultures, reduce racial prejudice, and pursue the equality of each ethnic group in political, economic, and cultural resources. The ultimate goal of cultural pluralism is not only to pursue "equality in culture and education," but also "equality in social status, rights, power, etc.," and the equality of different groups in the United States in sharing political, economic, and cultural resources in American society. He put forward the enlightenment of the American concept of multicultural education to the education of ethnic minorities, and finally used the model of pluralism

and integration to explain that China's national education cannot copy the model of multicultural education in the United States, and should be guided by a harmonious.

In "The Contemporary Western Theory of Multicultural Education and Its Enlightenment to the Education of Ethnic Minorities in China," the concept of multicultural education is proposed that some multi-ethnic countries in the West allow all ethnic cultures to develop together on an equal footing in those countries that coexist with multiple ethnic and multicultural cultures, so as to ensure the coexistence of multi-ethnic and multicultural education and enrich the education of the entire national culture (Bao & Ding, 2008). In the text, it is shown that the social context in which the theory of multicultural education arose was the product of the failure of cultural assimilation and the "civil rights movement". The revelation mentions the need to attach importance to women's education, the education of students from poor families, strict control of curriculum settings, emphasis on teacher training, enactment of laws, absorption of the concept of multicultural education, enhancement of educational sustainability, and enhancement of the harmonious development concept of multicultural education.

In the article "The Development Trend of Ethnic Education from the Perspective of Cultural Symbiosis", he puts forward the concept of cultural symbiosis as a cultural form of heterogeneous coexistence, mutual exchange, and inclusiveness of different ethnic groups and different cultures (Sun, 2011). It is a concept of cultural coexistence, emphasizing the coexistence, harmony and integration among various ethnic elements, emphasizing the role of national education and culture in promoting exchanges and cooperation among human groups, and emphasizing the role of blending and symbiosis between traditional and modern cultures. The article emphasizes that although we recognize that there are differences and conflicts in national culture in education, there is an inherent consistency between national identity and national identity. can be developed through curriculum that combines mainstream and local cultures; Reform the in-school education and out-of-school education system to resolve conflicts and contradictions. The concept and connotation of cultural symbiosis mentioned here are actually similar to the concept of multicultural education.

In "On the Development and Dilemma of Multicultural Education", they analyze the background of the era of multicultural education, so as to put forward the multicultural education in the United States and Canada, compare the similarities and differences between them, in the United States, multicultural education mainly refers to the acceptance of students of different identities, races, cultures, economies, regions, education should meet the learning needs of each race, region, and culture of the population, provide students of different cultures with multicultural skills and knowledge, and the composition of teachers should have different cultures, Representation of race, etc. Multicultural education in Canada points to the need for all races to preserve their cultural identity in multi-ethnic, multicultural countries (Zhang & Dai, 2009).

In "New Analysis of the Concept of Ethnic Education," Professor Teng Xing first proposed that ethnic education in a narrow sense, also known as ethnic minority education, refers to the implementation of composite ethnic education for members of ethnic minorities in a multi-ethnic country (Teng,1998), that is, multicultural education. Then, according to the concept of ethnic education, the theoretical concept of "pluralistic and integrated education" was put forward, and the main connotation is: In the education of a multi-ethnic country,

education not only undertakes the function of transmitting the achievements of the common culture of mankind, but also shoulders the role of conveying the excellent traditional culture of the country's outstanding ethnic minorities and the excellent traditional culture of the country's ethnic minorities.

In the article "Exploration of Ethnic Minority Education from the Perspective of Ethnology", the author believes that ethnic minority education is a kind of multicultural education, which refers to the implementation of composite ethnic education for ethnic minorities in a multi-ethnic country (Lei, 2011). In the implementation of education, it is necessary to respect the differences in the educational and cultural backgrounds of ethnic minorities, and take into account the diversity of minority cultures when formulating policies and regulations.

In the article "Legislation: Ensuring the Development of Education for Ethnic Minorities", the concept of ethnic education is mentioned as: "In terms of its scope, it refers to the education of members of 55 ethnic minorities other than the Han nationality (Xiong, 2003)." The article argues: In order to ensure the development and implementation of minority education, it is necessary to use laws to enforce development in the early stage of development, and only after everyone attaches importance to minority education can we use customary law to bind them. At present, however, education for ethnic minorities in our country is not listed separately at the legal level, and it requires continuous and in-depth investigation and study before a special law on minority education can be formulated.

Research Methodology

The research methods I have adopted include fieldwork, literature research, and group interviews. The location of the fieldwork was selected in Lianshan Zhuang and Yao Autonomous County, and they visited five schools, Lianshan Senior High School, Lianshan Nationalities Middle School, Shatin Primary School, Lianshan Vocational and Technical School, and Xiaosanjiang Middle School, including different types of schools, including high schools, vocational middle schools, junior high schools, and primary schools, and interviewed officials of the local education bureau and school principals or officials to discuss the development and planning of schools. The main problems and dilemmas we are facing; Students, parents and school staff have gained some insight into several representative schools in the area. In terms of literature, the yearbooks and county chronicles I obtained from my fieldwork have enabled me to have a certain understanding of the general situation of education in Lianshan, the current situation of primary and secondary schools in Lianshan, the major measures adopted in recent years, the awards won in education, and the efforts made by all parties in running schools, and obtained the materials needed for writing papers.

Discussion and findings

Current situation of education in Lianshan Zhuang and Yao Autonomous County

According to Deputy Section Chief Wei of the Education Bureau said in Current situation of education in Lianshan Zhuang and Yao Autonomous County: "Among the education population in Lianshan, if the total number of education is divided into 10, then the number of Zhuang students accounts for 5, Yao accounts for 3, and Han accounts for 2." Therefore, in Lianshan, the Han nationality belongs to the ethnic minority, and in terms of counting the students' promotion rate and dropout rate, Lianshan will not only count the Zhuang Yao nationality, but all students together, because the proportion of Han nationality is really too small. Lianshan popularized nine-year compulsory education in 1996-1997 and belongs to the area of Guangdong Province where nine-year compulsory education was implemented relatively early. In 2011, the "Pugao" was implemented. At present, the accommodation of primary and secondary schools in Lianshan's is free of charge. Recently, Lianshan County was rated as "a county with a basic balance of compulsory education in the country." But not every town is educationally strong. At the same time, it was rated as "Guangdong Province Education Strong County". Lianshan's policy on minority nationalities has given an annual scholarship of 10,000 yuan to those admitted to universities (including undergraduates and junior colleges); this is a great good thing for college students from poor families to solve their living problems. He also mentioned that at present, high schools in Lianshan County do not divide score lines in vocational schools, because the number of births has decreased, the number of students is relatively small, and the number of places exceeds the number of students, so there is no need to divide the score line. At present, it is rare to drop out of school, because parents can pay for a year's living and study expenses for students after a few months of part-time work, unless there are some family problems, such as the death of parents, divorce, etc., and it will be difficult to pay students' living expenses, but this situation is not much. In recent years, the rate of high school admission of minority nationalities has been about 70 percent, and the number of people admitted to junior colleges is higher than the number of undergraduates. He believes that at present, the county's education funds are still relatively sufficient, the equipment is completely updated, and people attach more importance to education. There are special vocational schools that can participate in agriculture and skills training, so that peasant workers can obtain certain skill certificates and acquire a skill that can at least solve the problem of survival, and it is also conducive to Lianshan attracting talented people to developed areas, so as to prevent people with low education from living on the streets and becoming a social problem. On the ethnic issue in Lianshan, he held that in Lianshan, ethnic minority students, teachers and students still get along relatively harmoniously, and there is no great discrimination or contradiction. However, when it comes to the problem of talent returning to their hometowns, he frankly said that the brain drain is very serious now, and students are still more inclined to majors with better employment in terms of major selection for university entrance examinations, such as economics majors. Everyone's first consideration is personal economic problems, which are more utilitarian than service and returning to the countryside, so college students are less inclined to return to their relatively poor and backward hometowns. In fact, in the final analysis, all these are problems of the economic

development of Lianshan, and if the economy of Lianshan, there is no need to worry about the problem of bringing in qualified personnel and losing talent.”

Education problems and countermeasures in Lianshan Zhuang and Yao Autonomous County from multiple perspectives.

In the long course of history, ethnic minorities have constantly coexisted and exchanged with the mainstream ethnic group, the Han nationality, and have constantly absorbed and integrated cultures; therefore, the ethnic composition and origin of China and the West are different. Moreover, the ethnic groups in the West are not like the "large mixed and small gathering" living pattern of ethnic minorities in China, but the distribution of mainstream ethnic groups and minority nationalities is uneven; many of them live in the same area, and even students of different religions, races, cultures, and social classes will be in the same classroom; therefore, the problems are very complex and diverse. At present, there are several educational problems in Lianshan Zhuang and Yao Autonomous County, namely, the problem of setting up the curriculum system in Lianshan, the problem of teachers in Lianshan, the problem of the environment for rational education in Lianshan, the problem of Lianshan's educational goals, positioning, and philosophy, and the problem of Lianshan's educational guarantee mechanism.

1. The problem of curriculum system setting in Lianshan and its countermeasures according to Banksy's multicultural education philosophy, two important aspects are: the first, the integration of curriculum content; The second is to respect the construction of knowledge based on culture. This means that from the knowledge of different cultures, nationalities, and backgrounds, we should find knowledge content that can be compatible with mainstream culture to fill in the content of teaching materials and teaching methods, and the education and teaching of ethnic minorities is not only the knowledge content of mainstream culture, but also pays more attention to the humanistic achievements of non-mainstream culture.

Respect for culture-based knowledge construction. That is to say, it is necessary to respect the culture, knowledge, and experience of students of different cultures, backgrounds, and nationalities, and to reflect cultural equality and mutual respect among nations in the construction of knowledge in education. At present, the curriculum and the content of the teaching materials used by Lianshan are basically designed and formulated by the state in a unified manner, without giving ethnic minority areas a certain degree of autonomy and without adapting measures to local conditions. At present, the content of teaching materials and curriculum design are based on mainstream cultural knowledge, which is mainly based on Han culture, and does not take into account the actual situation of ethnic minorities, and there are no relevant personnel to conduct systematic investigation and research on what knowledge and skills ethnic minority students need to learn. In addition, the teaching method and method of the course are single and boring, mainly teachers teach in the classroom, and directly teach the content to students according to the book, which is a cramming teaching method, and does not provide enough second classroom activities to enhance students' communication, understanding and practice.

Therefore, it is easy to cause ethnic minority students not to understand the content of the course, it is difficult to accept, affecting students' ability to accept and enthusiasm for learning, and the learning effect of the classroom, and directly affecting students' interest, and at the same time not allowing the culture and traditions of ethnic minorities to be continuously passed on, so that ethnic minority students lack a sense of identity and honor for their own culture, and students may think that their own culture is useless and worthless, thus causing a lack of national identity. Contempt for one's own national culture and other situations arise.

Another important problem is the difficulty of implementing bilingual education and the limited resources for bilingual education. First of all, when it comes to bilingual education, the problem of bilingual teachers must be mentioned, and the lack of bilingual teachers and low quality is the biggest problem that exists today. At present, there is no special bilingual teacher training institution in China, and the excellent teachers of the local ethnic group are not necessarily willing to return to remote mountainous areas to teach, and even if they are willing to come to teach, they do not know how to teach bilingualism, and there is no relevant institutional training, so the lack of bilingual teachers has led to a shortage of bilingual teachers, and the existing teachers cannot be improved in the field of bilingualism, affecting the quality and level of teaching.

The second is the lack of resources to compile bilingual courses. To implement bilingual teaching, it takes a lot of manpower and material resources to compile a large number of bilingual teaching materials, reference books, extracurricular reading materials, extracurricular reading materials, and teaching aids, and so on. The lack of "bilingual" teachers, the lack of "bilingual" teacher training institutions, and the arrangement of "bilingual" teaching content, teaching methods, methods, experience, etc. have not formed a complete set of systematic and complete teaching plans. In the context of the implementation of bilingualism, some ethnic minority areas use textbooks originally in Chinese to translate into minority languages, and the translation of such textbooks is often limited by the expression mode and level of translators, affecting the ability of ethnic minority students to accept and absorb knowledge. Considering the diversity, difference, and particularity of ethnic minority education in China, combined with the theory of multicultural education, one suggestion can be drawn as follows:

Adapt to local conditions and aptitude, update and improve the content of the curriculum. An important problem in ethnic education today is that the content and teaching methods of ethnic education do not organically combine mainstream cultural knowledge with ethnic minority cultural knowledge and skills, and do not reflect the cultural characteristics and actual conditions of ethnic minority areas. Therefore, it is necessary to integrate the resources of mainstream culture and the culture of ethnic regions, develop local curricula and school-based curricula in depth, and persist in integrating and developing the excellent and progressive parts of traditional culture and modern culture and between national culture and mainstream culture. It is necessary to promote the renewal and reform of the curriculum, change the previous educational methods and contents that mainly focused on mainstream culture, and increase the content of cultural content, values, cultural customs, ethnic crafts, and other skills in ethnic minority areas in terms of curriculum content and teaching methods, so that the cultural traditions of minority areas can be continuously passed on and carried forward, so that the traditional culture of ethnic minorities will not be buried by the mainstream culture, and ethnic

minority students will not have feelings of contempt and contempt for their own cultural traditions. In the process of school study, teachers should understand the cultural traditions, customs and even religious beliefs of students of different nationalities according to the ethnic composition of students, treat each student differently, pay attention to the uniqueness of each student's position, and teachers should have a neutral attitude towards different cultures and nationalities, and should not have any bias, whether it is for things or people. In addition, in terms of teaching strategies, such as asking questions, assigning homework and doing open-ended questions, we must have different but relatively fair evaluation standards, learn to communicate with students of different cultural and ethnic backgrounds, understand their psychological and learning status, understand their mastery of knowledge and skills, and how different the ways of understanding students of different nationalities are, which can help improve their teaching level and improve the effectiveness of teaching.

This article also suggests that the Higher Education Department of the Guangdong Provincial Department of Education and the Guangdong Provincial Ethnic Affairs Commission jointly study and coordinate the formulation of higher education plans for the Zhuang and Yao nationality, and that the State Ethnic Affairs Commission and the Provincial Ethnic Affairs Commission jointly fund the opening of Zhuang and Yao classes at the Guangdong Technical Normal College, and set up special courses to train Zhuang and Yao students so that they can return to work in their own ethnic areas after graduation. These students do not take the unified examination but only take the required courses, and their middle and primary schools do not need to learn English, and they do not need to learn English in universities, and it is sufficient for them to be able to learn Chinese and their own national pronunciation well. Learn more skills in tourism, hotel management and other aspects, so that they can return to Lianshan, develop local tourism resources, and drive local residents out of poverty and become rich. 2. Establish a training mechanism for "bilingual" teachers, and continuously strengthen the training of "bilingual" teachers in ethnic minority areas. This article suggests setting up special "bilingual" teacher training courses in the Nationalities College of Guangdong Technical Normal College, and that excellent "bilingual" teachers can also be recruited from all over the country, with the main focus on allowing ethnic minority college students in their own ethnic groups and regions to return to their hometowns for employment, and establishing the first batch of "bilingual" teachers, and the scientific research group studying how to train foreign teachers to carry out "bilingual" education, turning it into a complete set of training programs, so that the Zhuang and Yao ethnic cultures can be inherited, and the Zhuang and Yao ethnic cultures are the most important resources of Lianshan County's tourism industry. Tourism is also an important part of Lianshan County's economic development.

2. Lianshan's teacher problems and their countermeasures According to an interview with a relevant staff member of the Lianshan County Education Bureau, "Due to the low salaries of teachers, the relatively remote teaching environment, and the poor overall environment in ethnic minority areas, there is a serious brain drain problem for teachers in Lianshan District. Some non-local teachers leave the area after a short period of time after teaching, just as a springboard for upward mobility; Some even hired people with high salaries and gave them treatment such as housing, but due to environmental and other problems, Lianshan still could not retain outstanding teachers. "Secondly, because it takes a lot of mental effort for teachers to

cultivate an excellent student, and because Lianshan's students lack family education and the imbalance between the allocation of teachers and the number of students, the workload of teachers is very large, and in addition to the usual classes, it may be necessary to give students individual special tutoring, so compared with Lianshan's salary level, it is overloaded work, and for teachers, the mental pressure is very great.

Moreover, some outstanding students, who have the conditions at home, go to Qingyuan City to attend junior high and high schools, and the students that Lianshan excellent teachers have worked hard to cultivate will flow to more developed areas, thus causing teachers to have a weak sense of accomplishment. In addition, during field investigations, it was found that in several schools in Lianshan County, the overall age structure of teachers is generally on the large side, and the majors studied do not necessarily correspond to the majors taught. Generally speaking, older teachers have many failing academic qualifications and need to be continuously improved, and they are promoted through self-examination or adult education (electronic university, distance education, etc.). Although older teachers do not have an advantage in age and education, they have rich teaching experience and are the biggest advantage. Among the teachers, the local group in Lianshan County is relatively stable and less mobile. Outsiders are more unstable, mobile, and have no sense of belonging. Although wages and benefits are "comparable," they are still not dominant compared with cities such as Guangzhou in developed areas, but they are still at a good level in the local area. At the salary level of local teachers, the rural teachers' post allowance (implemented in 2013) is more than 1,000 yuan in rural villages than in towns and counties. At present, the brain drain in Lianshan, which is still relatively serious, is still relatively uncompetitive for the city.

In Lianshan, some teachers were recruited through "three supports and one support" and external recruitment, and some teachers from Jiangxi and Hunan were recruited, but after coming to Lianshan, even if they signed service contracts and made housing arrangements, all the teachers and staff of public schools in Lianshan, and the "three supports and one support" personnel who served Lianshan, all had relevant policy preferences when examining the establishment of civil servants and teachers. Even so, these teachers still have to leave the school in Lianshan even if they break their contracts and lose money, and they are not willing to continue to serve here, and some teachers prefer to go to higher levels and larger cities after obtaining qualifications and professional titles. At present, the Education Bureau has recruited some discipline leaders with an annual salary of 200,000 to 300,000 yuan, which is a relatively high salary level in the local area, but it is still unable to retain talent, and people from remote areas are willing to come and work at first, but after working for a few years, their horizons are broader, and they hope to develop in areas with more development prospects. Therefore, recruiting teachers every year is a long-standing problem in Lianshan, and the turnover rate is very high.

Moreover, the development of education in ethnic minority areas has been hampered by the rigidity of teachers' thinking due to the repetition of traditional teaching concepts and methods, and the fact that teachers rarely have access to effective training due to the geographical problems of ethnic minority areas. Therefore, these are all very serious problems, which directly affect the quality of education and teaching in Lianshan. It also affects the morale of teachers.

The loss of teachers in Lianshan, not only a regional problem in Lianshan, but also needs to be optimized and upgraded by the external conditions of higher education. When cultivating high-level talent, colleges and universities should optimize the setting of majors; in particular, colleges and universities of nationalities or colleges and universities that train teacher training students should do a good job in studying the professional needs of the areas they serve, do a good job of tracking and investigating the employment of graduates, and study whether the majors studied by the corresponding training can be used to the fullest; if not, they should optimize the curriculum of colleges and universities and the issue of professional settings. Therefore, this requires universities to make good contact with the region, regularly feedback the situation of graduates, and let the counterparts train graduates to better serve the region. Second, and most importantly, improve Lianshan's economy.

Only when the economy develops can we attract more outstanding personnel to stay in Lianshan to serve, and even local ethnic minorities to engage in the teaching profession; at present, the Lianshan area is not very attractive to outstanding principals and teachers with high education and experience, and this directly leads to the inability to retain talent. The first, Lianshan Prefecture should encourage graduates of ethnic minority universities in their localities to return to their hometowns to engage in education, train local minority teachers to return to their hometowns for employment. The second, we continuously raise teachers' salaries, welfare levels, and social status in their localities, and provide favorable conditions for graduates to return to their hometowns to engage in the teaching profession. The third, it is necessary to continuously apply for targets to higher departments to solve the problem of structural deficiencies in Lianshan. The fourth, in the education curriculum, many students feel that they have not aroused enough interest to cause them to not take the course seriously. Therefore, the curriculum has higher requirements for teachers' teaching methods, and teachers should know how to arouse students' interest, and should ask for quotations, quote current events and short stories, quote ancient and modern times, and explain them in simple terms. In addition, it is necessary to vigorously carry out heuristic teaching, not to impart teaching content in a jam-in way, but to be able to stimulate students' thinking, so as to be more profound. Teachers actively use modern scientific and technological means to constantly update teaching content and make them more grounded; they must also strengthen the combination of classroom teaching and extracurricular practice of theoretical education, and the evaluation standards cannot rely solely on rote memorization "Dead" knowledge, but should be combined with classroom discussions, extracurricular practice and other evaluation standards to make the classroom atmosphere "live". The fifth, in the area of teacher training, it is necessary to normalize the methods of distance education, continuously compile local ethnic minority teaching materials according to actual conditions, and accelerate the process of professionalization of teachers. The sixth, although Lianshan County is economically backward, its beautiful mountains and waters, clean air and water resources are an ideal place for people who hate the hustle and bustle of the city and the dirty air. The Lianshan County government may adopt the method of exchanges to contact some famous schools in major cities in China, and even famous teachers and teachers in Lianshan County to exchange on an equal basis for one year, half a year or more. Middle-aged and elderly teachers in metropolises hate big cities, and teachers in small counties in Lianshan Mountainous Area want to

experience the life of the metropolis for a year and a half, provide convenience to both sides, and achieve a win-win situation in which both sides take what they need. In addition, some retired teachers in large cities who are in good health and willing to exert their residual heat are tempted by the good air, good water, and pure natural and pollution-free food in the mountains; they only need to provide housing and take care of their daily lives; they can welcome many outstanding teachers to teach without salary and welfare.

3. Lian Shan's joint efforts to educate people on environmental problems and their countermeasures. In Lianshan, due to historical, economic, political, cultural, and other reasons, parents' education level is not very high, they have no awareness or relatively low awareness of the impact of family education on their children, they do not attach importance to family education for their children, some only attach importance to children's scores, there are boring and single problems in educational methods and methods, and even some negative and incorrect educational methods and concepts directly affect students' attitude towards learning, and not only do they not promote school education, but they may also think that education is useless Being able to go out early to earn money and work is the best choice.

Another important aspect is that school education has not done enough to create harmonious and harmonious relationships between students from different backgrounds, and how to use different teaching strategies, different evaluation standards, questioning methods, etc. to emphasize that students of various ethnic groups learn to get along with others, and it is important to learn the skills of getting along and competition. However, in terms of promoting family education, the contact between schools and parents is still not frequent enough, and teachers do not pay enough attention to students due to the large number of students. Community awareness of education also needs to be strengthened.

In view of the fact that parents of ethnic minorities in Lianshan do not attach much importance to their children's family education, we should advocate the following aspects: Schools should establish contact channels with parents, emphasizing the trinity of school education, family education, and social education. In schools, a harmonious teaching atmosphere should be created for different ethnic groups, so that students of different nationalities can learn from each other's advantages in a group, exchange and understand each other's living habits, customs and traditions, enhance mutual exchanges, reduce friction and obstacles, break the boundaries of culture, region and ethnic groups, learn how to get along and compete with people from different cultural backgrounds in the group, and improve social adaptability. In addition, it will also help to help members of vulnerable groups in the future, so that they love their own nation and do not despise or contempt for their own culture and status. Modern education requires family education, school education, and social education to be combined with each other to form a joint force in order to achieve better results.

In ethnic minority areas, due to the limited degree of education of parents, the methods of family education are simple or almost non-existent, and there may even be some wrong family education methods such as only scores being supreme, and some beating and scolding because the scores are not high, which may affect students' values of knowledge and education. Schools should actively cooperate with teachers' work, require teachers to get in touch with students' parents, and regularly communicate students' psychological and learning conditions, so that parents can grasp their children's situation, and family education can better

serve school education. Social education, especially community education, should also pay special attention to the growth and development of ethnic minority students; it is necessary to regularly publicize information on national culture on propaganda boards, convey respect for and inheritance of national culture, national education, and national traditions in a positive and positive way, so that ethnic students can identify more with their own nationality, national culture, and traditions, and will no longer have an inferiority complex in their hearts, and all ethnic elements are a part of China's national construction.

4. Lianshan Education Objectives, Positioning, Philosophy and Countermeasures, The dropout rate in ethnic minority areas is high and the quality of teaching is not high. Due to historical, economic, environmental, and other reasons, most of the minority nationalities in our country live in relatively remote, impoverished, and areas with harsh natural conditions; therefore, the conditions for running schools are limited and it is difficult to popularize them. Due to the remoteness, excellent teachers are reluctant to come to teach, resulting in the poor quality of teachers. Rural economic conditions are poor, household incomes are not high, and the cost of sending children to school is limited. Due to the particularities of ethnic minority students' customs, religious beliefs, living backgrounds, language, and so on, if they do not strengthen guidance, they are prone to develop a strong sense of guard, inferiority, national consciousness, and even excessive huddling. Moreover, the knowledge base of ethnic minority students is poor, the school conditions are also rudimentary, the conditions of school buildings are rudimentary, and the teaching equipment is not complete, so the quality of teaching has been not high.

In addition, the teaching methods and methods of the curriculum are single and boring, mainly teachers teach in the classroom, and directly teach the content to students according to the book, which is a cramming teaching method, and there are not enough second classroom activities to enhance students' communication, understanding, and practice, which is undoubtedly not enough to arouse students' interest. In terms of curriculum evaluation methods, there is also a certain degree of unscience; almost all of the primary and secondary school curriculum assessments in Lianshan's are based on examinations, and teachers score students' coursework based on attendance and examination results, and do not comprehensively examine whether students have mastered the knowledge of the course.

At present, there is no teaching model and system specially formed for urban minority students, the research on the individual or group uniqueness of ethnic minority students is not in place, the attention is not enough, and the degree of implementation of education work for ethnic minority students in each region is different. Only after the founding of New China, especially after the first National Conference on Ethnic Education and the third Plenary Session of the 11th CPC Central Committee, did it clearly point out: "Education for ethnic minorities must adopt ethnic forms and take into account national characteristics, so that it can be better integrated with the actual conditions of all nationalities."

In the process of teaching, attention should be paid to the use of diverse models, the use of different teaching strategies, so that students of different ethnic groups can improve their achievements, but also help them reduce prejudice and discrimination against other ethnic groups, men and women, vulnerable groups, and everyone is aware of the need to tolerate the differences of each culture and ethnic group. When setting

up school curricula, special attention should be paid to the use of educational methods suitable for women, the concept of equality between men and women, and the curriculum should reflect the status and role of women in social and family roles. In addition, because poor families have fewer resources than students from middle-class families, and because poor family environment, learning environment, living environment, etc., make their road to education more difficult, special attention should be paid to the education of poor children. Third, in school education, attention should be paid to students' psychological changes, and the educational methods of ethnic minority students should take into account individual differences and cannot be "one-size-fits-all." At the same time, school curricula should reflect the differences between ethnic minority students' cultures, regions, and students, and should continuously promote the reform of basic education curriculum. In addition, teacher training has been continuously carried out to improve the level of teachers in ethnic minority areas; enact relevant laws and regulations to guarantee the right to education of ethnic minority areas and students; In education, we should absorb the concept of multicultural education, and treat every independent individual equally in the process of education; With the concept of sustainable development education, create a harmonious and fair society. Although the origin of the Western theory of multicultural education mentioned in the article is very different from that of China, the experience and enlightenment of the theory of multicultural education have a profound warning effect on our country, which reminds us that we must adapt measures to local conditions, absorb the concept of multicultural education, and respect individuals and groups of different cultures, so that the education of ethnic minorities in our country is fair and of great significance to the construction of a harmonious society.

Recommendation

Funding for education is scarce. Since the beginning of reform and opening up, the state has continuously increased its input in education in minority areas; the education and economic expenses of the central government have been biased towards higher education, while basic education and vocational education in minority areas have been jointly undertaken by local county and township governments, and peasants. Most of China's minority areas are located in backward mountainous areas that are "old, young, marginal, and poor," with backward economic development, and there is a problem of insufficient investment in education. The lack of educational resources and funds has prevented the improvement of the conditions for running schools, the inability to improve the basic facilities, outdated teaching equipment, experimental equipment and book equipment not meeting the regulations of the Ministry of Education, and so on, while the local government can only open up and reduce expenditure, but has not expanded foreign investment and the input of social forces and charitable forces, so funds have always been in a state of scarcity.

We should improve the mechanism for investment in education, increase the effective utilization rate of education funds, increase the input of social forces, and improve the quality of teaching. Limited education funds in minority areas and limited input from outside funds have always been a problem, and we cannot always rely solely on the power of financial payments, but should let the government and schools take the lead

in carrying out multi-channel and multifaceted methods to absorb and accept education funds. According to the "13th Five-Year Plan": it is necessary to implement the integrated development of industry and education, support 100 vocational colleges and 1000 secondary vocational schools to strengthen school-enterprise cooperation, and jointly build vocational education internship training facilities; support undergraduate colleges and universities to improve basic conditions such as teaching and experimental training facilities; Build a number of high-level application-oriented undergraduate universities. Support school-enterprise cooperation to build emerging discipline professional clusters serving the modern industry. In connection with the plan, regions and schools should attract social charity forces to help schools in ethnic minority areas, cooperate with enterprises and institutions to run schools, and entrust the training of some outstanding students, and the units are responsible for the education expenses of the students, so that the students can work in the enterprise for a certain number of years after graduation; organizing university teachers and students to organize volunteer education in ethnic minority areas by organizing counterpart assistance; Organize skilled craftsmen or scientific and technical personnel to teach primary and secondary school students labor skills and scientific and technological knowledge.

We should further establish and improve the management mechanism for education funds, include education input in the road of systematization, formulate standards for the use of each school's education funds, reduce the waste of education funds in schools, and punish the illegal use of education funds according to law. Fully tap the potential of vocational schools and institutions of higher learning, and set up vocational education centers, science and technology centers, etc. in these units to increase students' practice of knowledge.

Primary and secondary education in Lianshan County is the weak link. Take the college entrance examination data of Lianshan County in 2013 as an example: in 2013, 473 people registered for the college entrance examination in Lianshan, and the total population of the county was 100,000, and the proportion of people participating in the college entrance examination was 4.73 per 1,000. The number of people who registered for the college entrance examination nationwide was 9.12 million, and based on a total population of 1.3 billion, the ratio was 7.015 per 1,000. This data tells us that the proportion of people taking the college entrance examination in Lianshan County is 31.8 percent lower than the national average, accounting for only 68 percent of the national average. This is the gap between Lianshan County and the whole country in terms of education, not to mention the gap with developed areas. As mentioned in the previous survey, many parents do not let their children go to school after they have completed nine years of compulsory education, because they urgently need their children to work to earn money, or they cannot pay the fees. To solve this problem, it is necessary to rely on the joint efforts of the provincial, prefectural, and county governments to increase the funding of poor border areas such as Lianshan. Without funding, the backwardness of education will never be solved.

Therefore, in studying the educational problems existing in Lianshan Zhuang and Yao Autonomous County from multiple perspectives, several principles should be followed: the first, education should constantly change with the changes in the country's political economy and the environmental environment of neighboring

countries. The second, the content of education should be constantly enriched and developed with the development of the times. The third, the purpose of education has always been to promote the unity of all nationalities in the country and safeguard the complete unity of the motherland. The fourth, education should reflect the characteristics of different regions and nationalities and adapt measures to local conditions.

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