

Study on the Training Mode and Promotion Strategy of Primary and Secondary School Teachers in Ethnic Areas

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Keywords: Ethnic Areas, Information Literacy, Primary and Secondary School Teachers

Abstract: Primary and middle school teachers, as the implementers of the new frontier teaching curriculum, good information literacy has important practical significance. This article takes the primary and secondary school teachers in the surrounding ethnic areas where Xichang College is located as the research object. According to the actual situation of the primary and secondary school teachers in the ethnic areas, it proposes to create an information technology environment to improve teachers information awareness, strive to create conditions to enrich teachers knowledge, and provide more opportunities. Develop the information skills of teachers and establish correct information ethics training strategies through various forms. Through the implementation of this strategy, the information literacy of primary and middle school teachers in the region has been significantly improved..

1. Introduction

Information technology is a product of the development of a modern society and has its own uniqueness. This requires us to cultivate teachers information technology literacy with unique models and methods. Teachers information literacy should be basic knowledge and practical ability related to “ information acquisition, information analysis, information processing and information utilization “. Ethnic areas are an important part of China. How the information literacy of primary and middle school teachers in ethnic areas will directly affect the degree of education informatization of the entire country. The cultivation of information literacy of elementary and middle school teachers in ethnic areas is a systematic project. To achieve a real improvement in the information literacy of elementary and middle school teachers in ethnic areas, it is necessary to break through and go hand in hand, starting from the connotation and extension of information literacy. To this end, combined with the actual situation in ethnic areas, the information literacy of primary and secondary school teachers in ethnic areas can be cultivated from the following four aspects.

2. The Current Situation of Information Literacy of Primary and Secondary School Teachers in Ethnic Areas

2.1. Weak Information Awareness Leads to a Lack of Motivation

Because of the particularity of geographical environment and language in ethnic areas, there is a gap between teachers, in ethnic areas and teachers in mainland areas, their knowledge of abstract information and the exploration of advanced technology. Teachers information consciousness is a teachers sensitivity to information resources, including the importance of information resources, the understanding and use of high-end information technology awareness, the use of information resources awareness, as well as information reliability awareness and information security awareness. The teachers information consciousness is the prerequisite for the formation of information literacy. Only when teachers realize the importance of information resources, information technology and information platform sits first, will they take the initiative to learn and apply what they have learned to teaching, so as to promote the development of educational information. Teachers in ethnic areas have undergone a transformation from mobile pastoral

schools to digital campuses, and only by establishing, a sensitive awareness of information can they adapt to the current pace of educational development, but teachers in ethnic areas still need to improve in this respect. First of all, teachers in ethnic areas have not yet realized the importance of information resources, in the " Internet and" era, and have not been able to identify what kind of information resources they need for professional development to support them, nor lack the active awareness of active learning about information knowledge and information skills. Secondly, the realization of educational information requires technical support, but teachers in ethnic areas are not well-under-knowledgeed and mastered information technology. Such as Web 2.0, mobile technology and new media are the core technologies leading, the modernization of education, teachers in ethnic areas need to know how useful these cutting-edge digital resources are, but also to take the initiative to learn and study the awareness. Moreover, teachers in ethnic areas have a poor sense of the use of information resources. Teachers mastery and familiarity with information needs to be reflected in practical teaching, a certain degree of transformation and re-creation, can highlight the teachers information literacy level, and can promote the realization of information classroom. Finally, teachers in ethnic areas have a poor sense of the safety of information resources, and the direct use of retrieved information without examination, in general has contributed to the spread of invalid or malicious information to a certain extent. The weak information consciousness of teachers in ethnic areas, hinders the motivation and motivation of the teachers themselves, schools and students to explore advanced information technology, information platform, information resources, etc. Therefore, in order to realize the informationization, of education in ethnic areas in the era of"Internet to train information talents, teachers must strengthen their own information consciousness, which is a difficult point to improve the information literacy of teachers in ethnic areas.

2.2. Lack of Information Knowledge Restricts the Characterization Process

The first step in the modernization of education is to install and equip hardware facilities, and introduce new teaching equipment and instruments. Although schools in ethnic areas are equipped with technicians in the computer field, teachers are the first to use and operate multimedia devices. Mastering this knowledge is the most basic requirement for teachers. Teachers mastery of information knowledge is the foundation of information literacy. There are three main types of information knowledge: one is the knowledge of information culture; the second is the knowledge of information technology expertise, such as the basic principles of computer networks and professional terms related to computers; the third is the use of related information tools Familiar with methods, such as the method of searching information on the Internet. Mastering the necessary information knowledge is the first step for teachers to carry out information-based classrooms, which helps teachers to manipulate information tools proficiently. When problems occur in equipment or instruments, teachers can also respond to emergencies based on theoretical knowledge.

2.3. Limited Information Capacity Hinders Practical Application

The teachers information ability is the teachers ability to operate all kinds of information technology skillfully, it is the most central part of teachers information literacy, which refers to the ability to obtain information by using information tools, such as the ability to, collect, select and retrieve information.; The ability to analyze and process information, such as the ability to understand, integrate, and critically; The ability to apply information, i.e. to apply the information gathered to learning or work; The ability to create and generate information is the ability to transform and create information according to its actual needs after understanding and, synthesizing it. The popularization of computer education in ethnic areas is relatively late, most teachers are relatively unfamiliar with, the operation of computers, and advanced teaching equipment and digital teaching platforms are rarely in contact, so it is important to improve teachers information literacy and teachers information ability in ethnic areas.

3. The Inevitable Trend of Improving the Information Literacy of Primary and Middle

School Teachers in Ethnic Areas

3.1. Prerequisites for Training Information Literacy Talents

Gary King, a professor at Harvard University, said: "This is a huge revolution in data resources. All fields have begun a quantitative process. Whether it is academia, business, or government, all fields will start this process." "This process" proposed by Gary King refers to the process of technological development and innovation in all walks of life in the era of big data. As cloud computing, unmanned facial brushes, remote control technology, etc. gradually enter the corners of public life, industries that focus on information technology, focus on high-end data control, and feature paperless office systems have become new The theme of the times. The growth of economy, the spread of culture, the improvement of medical systems, and the streamlining of government office processes are all inseparable from the support of big data, and the application of big data platforms depends on talents with high levels of information literacy and social progress. Talents with high information literacy are required. This is the choice of the times. Minority students are an important force to promote the development of ethnic regions in the future, and it is of great significance to train minority students with a high level of information literacy. Teachers are a direct force for cultivating students information literacy and a role model for students to learn. Therefore, a teacher in a minority area with a high level of information literacy is the key to the development of minority students information literacy and a prerequisite for training high-information literacy talents. The development of education informatization in China can be traced back to 1989, but the construction of education informatization in ethnic areas began late, and it was not carried out in ethnic areas until the beginning of the 21st century. At the same time, it was restricted by geographical environment, funds and resources, resulting in education in ethnic areas The informatization process is slow. Ethnic areas represented by Xinjiang and Tibet are an important part of the development of China s ethnic education. However, due to the lack of hardware equipment, the lack of training personnel, and the lack of teachers attention, the information literacy of teachers in ethnic areas is at a low level. The specific performance is that most teachers will not be proficient in using computers and will not use multimedia for teaching. In general, the information literacy of teachers in ethnic areas has the external characteristics of late start, poor foundation and slow speed. Under this background, in order to cultivate information talents, it is necessary to improve the information literacy level of teachers in ethnic areas.

3.2. The Fundamental Guarantee for Promoting the Informatization of Ethnic Education

At the beginning of the 21st century, education informatization in ethnic areas was first implemented in Xinjiang. In 2002, Xinjiang launched a comprehensive

"Distance Education Project", distance education based on satellite broadband network, telecommunication network and Internet has entered the rural primary and secondary school campuses. However, due to the limitations of technological development and geographical environment, and the lack of technical personnel, a large number of multimedia equipment has resulted As a decoration, the utilization rate of many computer classrooms is zero. Promoting education informatization is the only way for the development of education in the new era. For this reason, the party and the country attach great importance to the process of education informatization in ethnic areas, and have successively issued educational information about ethnic areas Documents, such as the "Outline of the National Medium- and Long-Term Education Reform and Development Plan" promulgated in 2010, which clearly states "accelerating the process of education informatization". In 2015, the Education Department of Xinjiang Uygur Autonomous Region and other four offices jointly issued "About Further Advancement" Several Opinions on the Education Informatization of Primary Schools and Kindergartens", the Inner Mongolia Autonomous Region Peoples Government issued the "13th Five-Year Plan for Informatization Development in Inner Mongolia Autonomous Region" in 2015, and the Xinjiang Uygur Autonomous Region successively issued "Thirteenth Education Informatization in Xinjiang Uygur Autonomous Region" Five-Year Plan " The implementation plan for the application of supervision and evaluation of basic education informatization construction (2016-2020) and other documents, and further proposed the task of

basically realizing education modernization and education informatization in 2020.

The learning platform supported by the Internet and big data provides learners with repeatable, easy-to-select and re-education without time and space restrictions. Therefore, the information-based learning method has caused a strong response among the learner groups, especially some foreign advanced learning platforms, which are very popular among learners. For example, in Flipped Classroom, students watch the teachers pre-recorded teaching video to learn knowledge actively in class, and solve homework and difficult problems with the teacher in class, breaking the teaching mode of teacher teaching and student after class. The effect is better than traditional teaching, and Chinese teachers have also tried this as an example. Another example is that MOOC (MassiveOpenOn-line) has attracted worldwide attention since its birth in the United States in 2008. China has occupied most of the online course market since the first MOOC course was launched in 2009. In 2012, the total amount of MOOC courses in the world More than 20 million reached the peak of development. The development of MOOC in China is a manifestation of Chinas integration with international education informatization, and it is also our countrys accurate grasp of the transformation of the future learning model. Another example is SPOC (SmallPrivateOnlineCourses) as a small private broadcast class, which is a private online course open to specific groups of people. It is essentially a deepening of MOOC. With the rise of media in recent years, SPOC has begun nationwide Promotion and application.

4. Strategies for Cultivating Information Literacy of Primary and Middle School Teachers in Ethnic Areas

4.1 The Combination of Information Technology Training and Self-Study

Through training, update teachers concepts and cultivate the concepts contained in information literacy: data processing and use process, resource-based learning, project-based learning, establish the concepts of lifelong learning and digital learning, and cultivate teachers critical creative thinking. During the research process, teachers searched for new theoretical articles on information literacy on the Internet. Teachers exchanged learning and discussion discussions; teachers wrote out their learning experiences. The training goal should be based on the actual situation of the school to first train the teachers with knowledge that can be used, and then train the knowledge that will be used in the next step, so that the use of the knowledge can better mobilize the initiative and enthusiasm of the teachers, and it can be achieved well. Training objectives. The training objectives must be specific and clear, and the training must focus on key points and break through the difficulties, as far as possible in a way that teachers like to hear. In order to meet the needs of all teachers and achieve their goals better, teachers are encouraged to use their spare time for self-study, which is not only conducive to the successful completion of training goals, but also conducive to the improvement of teachers self-learning ability, so that teachers develop the habit of lifelong learning. The school not only devotes a certain amount of time to teacher training, but also allows teachers to make breakthroughs in the use of modern technology in teaching skills, teaching levels, and teaching results. This is not something that can be done in one or two trainings, but must be It is a long-term study and practice, which must rely on the teachers own conscious behavior and take improvement and learning as part of the work.

4.2 The School Provides Free Learning Places

The school builds a smaller multimedia network computer room, which is free for all school teachers. The free learning place can attract more teachers to use, and it can also meet the needs of teachers who do not have corresponding learning conditions. The place can also provide various related books and conventional teaching media for learning. In this place, teachers can carry out self-study or collaborative learning. They can also help and compete with each other, making it an ideal place for teachers to make progress together.

4.3 Purposefully and Systematically Enrich Teachers Information Technology Knowledge to Formulate a Sustainable Learning Plan

Teachers consciously improve their information technology qualities. The emphasis here is a long-term learning plan, not a short-term behavior for an open class, a competition, or a comparison. If it is just to cope with the open class and the appraisal, I hurriedly "coached" a courseware during the advent, but only "to discuss the class", there is no preparation in advance, there is no summary after the class, and everything is thrown after the open class. Behind the head, there is nothing useful to leave, let alone training skills and improving quality. Conversely, if we establish goals and formulate plans, achieve them step by step and discover problems in the process, the results will be very different.

4.4 Closely Integrate Disciplines to Learn and Practice

The highest level of information literacy is information application, which is to use information to solve problems in learning life and even work, thereby cultivating teachers advanced thinking skills. Problem-solving ability, especially the application of information means, improve the quality of education, cultivate students information literacy, and train students information skills, so as to achieve the expected experimental goals. Emphasis is placed on the renewal of teacher ethics and modern education concepts, the application of modern education methods, and the integration of teaching in various subjects with modern teaching methods. Teachers should use modern education methods to give some lectures and research lessons. Every semester, teachers must take an audio-visual presentation. According to the characteristics of each subject, carry out research study in the subject teaching.

4.5 All Teaching and Research Groups Start Collective Lesson Preparation

Because elementary and middle school teachers in ethnic areas have few opportunities to go out for further study and learning, knowledge accumulation is low, and updates are slow, it is not easy to rely on a teacher to prepare a good lesson. The rise of the Internet has brought teachers "charge" New opportunities. The teaching and research team prepares lessons collectively, each teacher actively participates in the division of labor and cooperation, and requires the full use of the Internet to check the outstanding achievements of other teachers. In the process of consulting online resources, teachers reading methods will undergo the following changes: from text reading to hypertext reading; from simple reading of text to multimedia electronic reading; efficient web-based retrieval reading. In other words, in the near future, online reading will become an important means for teachers to acquire knowledge, conduct teaching and scientific research. Pay attention to and insist on online reading is an important way to cultivate teachers information literacy.

5. Conclusion

The improvement of information literacy of teachers in ethnic areas is the requirement of the times, the only way for the development of ethnic education, and the key to the growth of teachers in ethnic areas. In the "Internet +" era in which education informatization is steadily advancing, the improvement of teachers information literacy in ethnic areas is in line with the current objective reality. It is both a choice of history and a choice of education, and it is also the voice of teachers. In response to the new requirements for teachers information literacy in ethnic regions, four promotion models have been constructed. The implementation of each model is an attempt whose purpose is to improve the information literacy of teachers in ethnic regions. The construction and integration of the model is to provide a viable path for improving teachers information literacy, and the practice of the model is the essence, hoping to gradually improve the information literacy of teachers in ethnic areas by focusing on self-growth and focusing on the assistance of others.

Acknowledgements

Special research subject of "first class western" disciplines pedagogy discipline of Ningxia Normal University :Research on The Training Mode and Promotion Strategy of Primary and Secondary School Teachers' Information Literacy in Ethnic Areas(Item Number:YLXKZD1733)

Ningxia philosophy and Social Sciences (Pedagogy) planning project:Research on The Professional Development of Rural Teachers in Ningxia under The:Internet +”(Item Number:18NXJY08)

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