

# The practice of educational integration in promoting ethnic integration in southern Xinjiang

-- Taking Korla and other four southern Xinjiang cities as examples

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**Abstract:** With Xinjiang's modernization construction as the background, ethnic integration and unity as the purpose, education integration as the path, and Korla and other four cities as the research points, this project analyzes the existing problems and causes by investigating the current situation of educational integration in southern Xinjiang, and then puts forward the path of promoting ethnic integration and unity in Xinjiang through educational integration. Educational integration includes the connection and integration of the education systems of Xinjiang and the mainland, and the integration of Chinese and Uighur languages. This study aims to accelerate the process of ethnic integration in Xinjiang through the integration of education, eliminate the unstable factors affecting ethnic unity in Xinjiang, and put forward targeted suggestions based on existing practices, so as to help the modernization process of southern Xinjiang and even the whole Xinjiang.

**Keywords:** Educational integration; Korla; Ethnic integration; Modernization drive.

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## 1. Introduction

Understand the importance of ethnic integration and development in Xinjiang from the perspective of the harmonious development of the Chinese nation and the realization of the great rejuvenation of the nation. By improving the high-quality education of ethnic minorities and cultivating more talents for the modernization of southern Xinjiang, it is conducive to the in-depth implementation of the strategy of large-scale development of the western region, realizing leapfrog development in Xinjiang, and accelerating the modernization process of Xinjiang.

## 2. The development status of integrated education in Xinjiang

### 2.1. Overview of the current situation of education

As a multi-ethnic region, Xinjiang has significant regional and cultural differences, which makes its educational development and other regional development have both commonality and distinct local characteristics, so it is necessary to attach importance to its bilingual characteristics while attaching importance to its Chinese education. This article only takes southern Xinjiang as an example to make the following overview of the current development of education in the region.

The development of local economy has a profound impact on local education and culture, there are east-west differences in China's economic development, and the economic development of southern Xinjiang is relatively inferior to the central and eastern regions, resulting in some ethnic groups in poverty in some areas of southern Xinjiang, the vast territory of southern Xinjiang, the huge population base and the incomplete allocation of local educational resources limit the supply and distribution guarantee of basic education in southern Xinjiang; Many ethnic groups live in the southern

Xinjiang region, have long local customs and habits, and have their own cultural heritage, but there are also some bad habits and residual backward concepts, which also affects their children's tolerance of open modern ideological exchange. Even parts of southern Xinjiang still have language barriers with Chinese people, and the lack of popularity of Chinese severely limits the way teachers deliver cultural education to students. This state is not suitable for understanding and digesting educational knowledge with southern Xinjiang students, and on the one hand, it also discourages some people who want to devote themselves to border education.

### 2.2. Analysis of the current status of investment

#### 2.2.1. Policy input

(1) Promote the "bilingual" education policy for ethnic minorities

Economic development has a significant impact on local education development, and at the beginning of Xinjiang's development, the Ministry of Education launched the "Eastern School Education Resources Support Project for Schools in Western Poor Areas" and the "Large and Medium-sized Cities in the Province to Support Schools in Poor Areas Project" through the "Guiding Opinions on the Counterpart Support for Schools in the Eastern and Western Regions" to serve ethnic minorities Bilingual education provides guarantees and policy support. This policy provides a guarantee for the educational development of some poor schools with poor educational resources in southern Xinjiang. In addition, the State Council's series of support for the deepening reform and development of ethnic education emphasizes that it will protect the right of ethnic minorities to develop education in their own languages, promote the development and construction of ethnic languages that retain their unique culture and ethnic languages, and ensure the attitude of ethnic minorities to bilingual teaching. In addition, the Ministry of Finance has increased investment in the development of bilingual education for relevant ethnic groups,

that is, covering various fields such as primary and secondary education, university education, vocational education and basic education.

(2) Preferential policies are implemented for ethnic minority candidates in college admissions

The college entrance examination is not only an opportunity for individuals to have a certain social status in this fiercely competitive society, but also gives fairness and justice to the competition of all individuals, and it plays an extremely important role in promoting social fairness and justice. Considering the provision of better-quality educational resources for ethnic minority candidates, China has implemented the preferential policy for the college entrance examination as early as in some ethnic minority areas, that is, in the face of some ethnic minority candidates to give "care for admission" preferential policies, and with the help of the "extra point policy" of ethnic minority candidates to a certain extent to achieve overall educational equity. With the gradual maturity of the preferential policies and arrangement mechanisms for the college entrance examination, the Ministry of Education proposed that 'it is necessary to implement the priority admission system for ethnic minority candidates, which fundamentally promotes the development of education level for ethnic minority education. However, the popularity of Chinese is not serious enough, making it difficult for some ethnic minority candidates to understand the meaning of the questions and express their thoughts, so the Ministry of Education makes the "separate proposition for ethnic minorities" grounded, regional and targeted to ethnic minority candidates.

(3) Higher education implements a care policy

The aim of higher education is both to cultivate correct values and to ensure the role of society as well as the promotion of cultural and technological development. In order to provide talent supply for Xinjiang's future accelerated development, it is also necessary to implement a policy of taking care of higher education for ethnic minorities. The Ministry of Education has made a "relaxation of the admission scale" according to the current situation of educational resources of some ethnic minorities, that is, ethnic minorities applying for national key colleges and universities with "equal results, priority admission", and when applying for colleges and universities affiliated to the autonomous region, they only need to meet the minimum admission standards for general institutions of higher learning required by the Ministry of Education, especially when applying for the literature and history category of colleges and universities, they can be exempted from archaeological languages.

### 2.2.2. Material input

(1) The investment in education has increased year by year, and it is tilted towards southern Xinjiang

At present, Xinjiang's economic growth is showing a positive trend, but in terms of the comparison of the total GDP value of the northern and southern Xinjiangs, the northern Xinjiang region has made significant contributions to Xinjiang's total economic contribution. According to the influence of the economy on local education, the autonomous region immediately took the development of education in southern Xinjiang as the top priority, that is, to help southern Xinjiang in terms of material, policy, and manpower. Whether it is the strong support led by the state finance or the focus on development investment of the Xinjiang Autonomous Region, it has laid a deep foundation for the investment in education development in southern Xinjiang. So far, four prefectures in

southern Xinjiang have implemented free education, and the state and provinces have increased investment in Xinjiang education year by year. Especially in recent years, Xinjiang's newly added financial education fund has adhered to the policy of tilting towards rural, poor and remote areas such as southern Xinjiang. The total investment in education in southern Xinjiang exceeds that in northern Xinjiang.

(2) Increase financing channels for education input

Due to the current situation of the continuous advancement of the large-scale development of China's western region, education investment is constantly tilted towards the western region, but Xinjiang's weak economic foundation has led to the lack of education funding, and the financing channels in the western region are relatively simple and simple. The Xinjiang Autonomous Region has changed the current vicious status quo by broadening the financing channels for education, not only through donations from public welfare organizations, investment from private school organizers, the introduction of education taxes, and other basic channels, but also innovative ways to attract foreign capital and use foreign-funded education loans, and even open education lotteries, financial education funds and other feasible channels, to increase investment in education in Xinjiang, especially in southern Xinjiang.

### 2.2.3. Talent investment

(1) Attach importance to the training of bilingual teachers

According to the current situation of bilingual teacher training in Xinjiang, the quantity and quality of preschool bilingual teachers in Xinjiang are difficult to meet the local needs and requirements. So far, the autonomous region has made a decision on bilingual education, that is, to vigorously promote bilingual education, the main content of which is to develop and expand the overall scale of bilingual education, increase the number of teachers for bilingual education and improve teaching conditions. With the support of the state and the autonomous region in the training of bilingual teachers in Xinjiang, the number of preschool bilingual teachers in Xinjiang has increased year by year, and the recruitment of grassroots preschool bilingual teachers is still ongoing.

(2) Implementation of the training plan for high-level backbone talents of ethnic minorities

Promoting the large-scale development of China's western region and harmonious coexistence, common development and prosperity of all ethnic groups is still one of the top priorities in Xinjiang and even the western region, and cultivating high-level backbone talents of ethnic minorities is the top priority, so as to ensure the smooth implementation of the high-level backbone training plan for ethnic minorities; The State Council and the autonomous region have implemented the 2022 backbone training plan, that is, cultivating high-level ethnic minority cadres with innovative ability and high quality quality, and recruiting master's and doctoral talents in various majors for key training and practical learning throughout the country and Xinjiang, and through the talent support of some double-first-class universities, the training of high-level backbones of ethnic minorities has been alleviated. The shortage of high-level talent in minority areas has promoted the steady and rapid economic and social development of minority areas.

(3) Education aid to Xinjiang by the state and developed provinces and regions in the mainland

Concerning the cultivation of talents, economic development and national stability in Xinjiang, relevant ministries and commissions of the state and 19 provinces and

municipalities in Xinjiang have continuously increased their support for Xinjiang's education development, and issued a number of special policies to provide blood transfusion and hematopoiesis for Xinjiang's educational development, which has greatly promoted the rapid development of Xinjiang's education. That is, senior teachers such as in-service teachers and managers of primary and secondary schools in developed provinces and regions in the interior are sent to volunteer teaching and receive subsidies, such as Xinjiang-aided teachers working in southern Xinjiang who enjoy work subsidies in southern Xinjiang according to regulations. The departments of education, finance, human resources and social security of cities in developed provinces, autonomous regions and cities have done a good job in guiding, coordinating, tracking and supervising the work in combination with their functions and division of labor, and jointly organized and implemented the Xinjiang 10,000 teacher education support plan and the selection of young teachers. In this way, it will make "blood transfusion and hematopoiesis" for some areas with poor educational resources in southern Xinjiang, and vigorously promote the development of education in Xinjiang.

### 3. The main results of the promotion of integrated education

(1) The coordinated development of all types of education

**Table 1.** Compulsory education popularization in Xinjiang from 2015 to 2020

Year	Junior high school graduates to ordinary senior high school			Transition from primary school graduates to junior high school			Enrolment of children of primary school age		
	Number of junior high school graduates	High school enrollment	Enrollment rate	Number of primary school graduates	Junior high school enrollment	Enrollment rate	Number of school-age children	Number of school-age children enrolled in school	Enrollment rate
2015	297520	187672	63.08	300407	299261	99.62	1907150	1904282	99.85
2016	303303	192953	63.62	297116	295921	99.60	2023605	2020900	99.87
2017	300561	197349	65.66	308950	308842	99.96	2138449	2136618	99.91
2018	296841	165179	55.65	323739	321636	99.35	2268154	2266857	99.94
2019	294931	170084	57.67	348604	347928	99.81	2397912	2397302	99.97
2020	307463	165734	53.90	372918	371908	99.73	2563323	2562613	99.97

From this point of view, nine-year compulsory education has been widely popularized in Xinjiang, and early childhood education and special education are also developing steadily. However, due to objective reasons such as the particularity of Xinjiang's education, the priority of education input and development, there are great differences between the north and the south in terms of education level and popularization. At present, the southern Xinjiang region actively responds to the policy call, and the gap between all levels and types of education and the northern region has gradually narrowed, forming a sustainable development trend and stable development.

(2) The structural reform has been steadily advanced, and a diversified school-running system has initially taken shape

With the increasingly complex and diversified direction of economic and social structure development in various parts of China at this stage, according to the social needs of the country's sustainable economic and social development, relying only on the organizational strength of county-level government agencies, the unified organization of various types of education has obviously lagged behind, and it is difficult to fully adapt to this social need. Therefore, the southern Xinjiang region has actively adjusted and

at all levels has formed a trend of sustainable development

At present, some breakthroughs and major progress have been made in compulsory education for ethnic minorities in southern Xinjiang, the reform of ethnic minority education at the high school level, and the balanced development of various types of higher education. The proportion of ethnic minority students employed in employment has increased markedly year by year.

With the strong support of the state finance, under the leadership of the People's Government of Xinjiang Uygur Autonomous Region, the four southern cities of Korla, Xinjiang and other cities have closely followed the 14th Five-Year Plan and the long-term goals of 2035 and made great strides towards a new stage of comprehensive popularization. At present, according to the latest "Xinjiang Statistical Yearbook" population survey data of the Ministry of Education, the enrollment rate of compulsory education age children in primary schools in Xinjiang has reached 99.97% at the primary school level. The overall average promotion rate of primary school graduates who pass the corresponding high school entrance examination can reach 99.73%, and the overall average promotion rate of junior high school graduates to ordinary high school can also reach 53.90%.

established a new system, gradually improved the school-running system, and steadily promoted diversification to meet the diversified needs of talents in the southern Xinjiang region and even the whole Xinjiang region. At present, through the common concern, participation and joint efforts with the people from all walks of life and enthusiastic people of insight from all walks of life, the policy of joint education of diversified private high schools and related institutional reforms have also been continuously promoted in southern Xinjiang and even the whole region of Xinjiang, and the new system has been continuously improved. Not only that, the education management system and the funding system are also being reformed simultaneously, and a new school-running pattern is taking shape.

(3) Vigorously promote "bilingual" teaching, and the pace of Chinese language teaching has accelerated significantly

Today, the Xinjiang Autonomous Region already has some experience in "bilingual" teaching, and has issued and formulated a number of documents, comprehensively planning and deploying "bilingualism." "Teaching work. The preferential policies of the state and the Xinjiang Autonomous Region and the investment of huge support funds have brought about qualitative changes in bilingual education in

southern Xinjiang, and the popularization rate has increased rapidly, benefiting millions of ethnic minority students. People of all ethnic groups are enthusiastic about receiving high-quality bilingual education, and unswervingly promoting bilingual education has become a consensus of all sectors of society.

Public primary schools in southern Xinjiang have been actively publicizing the road of study, and the Education Commission of Zizhi District has issued a series of latest relevant regulations on the policy document of uniformly opening Chinese classes every year from the third grade of primary school. At present, the new teaching and training education model of "bilingual" experimental classes fully adopted by primary and secondary schools will be rapidly promoted and applied. At present, all kinds of ethnic colleges and universities have basically achieved a transition and have initially achieved the transition, and ethnic minority students have the ability to carry out Chinese language course teaching or teaching internship training mode language teaching mode. Counterpart cooperation support training for mainland higher education institutions and training programs for mainland teaching personnel implementing Xinjiang education project construction projects, collaborative learning in the region and counterpart training activities for junior high school classes, etc., to provide guarantees for further cultivating high-quality and skilled "people-to-man" education engineering talents.

At present, these basic works have been fully realized and made a major historical technological breakthrough, which has further expanded the resource advantages and environmental advantages in the training of "bilingual teaching" engineering talents. It has set off a new round of enthusiasm for ethnic minority students to learn and promote Chinese in the new era.

(4) Ideological and political education has been strengthened, and the work of party building in schools has been strengthened

Under the new social background that the current social trend of the world has begun to become increasingly complex and diversified, it is particularly important to strengthen the ideological and political work and education of high school students. Affected by the long-term turbulent political background of the Great Frontier, a fierce pluralistic collision and symbiosis of national ideas has gradually formed between different ethnic civilizations at various levels of society, guiding young college students of the nation to consciously take the initiative to emancipate their minds and broaden their horizons of self-knowledge.

The school education system in Korla, Xinjiang and other four cities in southern Xinjiang is backward due to the blockage of information traffic, and there will still be another great understanding and difficulty in the acquisition and use of modern student information resources. The pace of building a network of youth education activity centers in Xinjiang and other regions has been accelerating. These focuses have strengthened research on the construction of the ideological and moral environment for minors and the work of guiding the ideological and political character education of college students, and focused on strengthening the cultivation of professional ethics and quality of counselors in various types of secondary vocational schools, and deepened and promoted southern Xinjiang Primary and secondary schools have deepened the integration of moral education series courses and the teaching reform of ideological and political theory courses. At the same time, the policy pertinence and

timeliness of moral education activities in various ordinary schools in southern Xinjiang and the reform of ideological and political education for primary and secondary school students have been continuously enhanced.

(5) New progress has been made in the construction of the teaching team, and the management of the teaching team has been strengthened

Under the guidance of national policies, primary and secondary school teachers and teachers at the "dual-teacher" level in ordinary vocational schools have gradually received social attention and guidance, and have obtained master's degrees in colleges and universities. The proportion of teachers with doctoral degrees has been further significantly increased. The unified training and examination of ethnic minority teachers in primary and secondary schools for standardized Chinese has also been fully carried out, ensuring that the "National Work Plan for Supporting Xinjiang Chinese Language Teachers", the "bilingual" teacher training project for ethnic minorities in primary and secondary schools, Educational projects such as the training of young and middle-aged Chinese backbone teachers were implemented as scheduled. At the same time, the problem of substitute teachers has been gradually and comprehensively solved, and the structural reform of the personnel system of urban primary and secondary schools with deepening the long-term employment system of teachers as the main guarantee is also steadily advancing. The serious contradiction of the structural shortage of teachers in the region has been further alleviated in some areas of southern Xinjiang, and the professional construction and performance management of teachers have also been strengthened.

(6) Investment in education has gradually increased, and the conditions for running schools have been further improved

In recent years, the state has implemented many education infrastructure projects and has made relevant achievements, such as the completion of Xinjiang's education regional network and satellite broadband network, which has improved the basic education conditions of rural primary and secondary schools. Xinjiang's allocation for education in the budgets of Korla and other four cities in southern Xinjiang has increased year by year, ensuring the trend of growth in total education investment, and the per capita funding level of ordinary college students has also increased significantly. All kinds of local schools in the four cities of southern Xinjiang have completed capital construction in total, with huge investment, the total area of school buildings completed has increased sharply, and the pace of improving the running conditions of all types of schools at all levels has accelerated significantly.

(7) The modernization of southern Xinjiang has gradually accelerated

The promulgation and release of the Xinjiang Education Modernization 2035 and the Implementation Plan for Accelerating the Modernization of Education in Xinjiang (2018-2022) have established an outline for the modernization of education in southern Xinjiang. Under the conditions of regular epidemic prevention and control, accelerate the modernization and high-quality development of education in southern Xinjiang, gradually implement various tasks, and comprehensively improve the scientific and cultural quality of the population. Today, the Xinjiang project will continue to effectively drive Korla and other four cities in southern Xinjiang to continue to follow the overall

deployment of the major implementation strategy of the Party Central Committee and the National Education Modernization Plan of the autonomous region, and through the government's continuous exploration to increase the comprehensive investment in education infrastructure, deepen the comprehensive innovation and reform of the system in the field of modern education services, and improve the comprehensive development level of regional education. Gradually realize the four overall goals of local education modernization and the expectations and indicators of various work in education. The modernization and development of southern Xinjiang can establish a new education governance mechanism that is more complete, equitable, high-quality, inclusive and efficient, promote the stable development of education reform, and enable more and fairer educational innovation achievements to efficiently benefit southern Xinjiang People of all ethnic groups in the region.

## **4. Difficulties and dilemmas**

### **4.1. Slow modernization**

(1) Slow progress of cultural modernization: Xinjiang is far from the hinterland, and in a closed environment, the culture and education of hinterland cities cannot spread to the Xinjiang region.

(2) Slow economic modernization: Xinjiang is riding the "last train" on the road of reform and opening up, with a short time and heavy tasks, resulting in backward and large differences in the economic level of various regions in Xinjiang.

(3) Slow progress of education modernization: Xinjiang's education development started late, educational resources are unbalanced, teachers are not sufficient, and most students can only complete compulsory education. Xinjiang is vast, dispersed and inaccessible, with most ethnic minorities being nomads, migrating frequently, preventing students from receiving regular education, and children in remote areas not even attending school.

### **4.2. Brain drain in education**

Teachers in southern Xinjiang are not well paid, but the pressure is great. The treatment and status of teachers in southern Xinjiang are generally lower than those in other areas of Xinjiang, which affects the enthusiasm of teachers to a certain extent, coupled with the high expectations of special education teachers from all walks of life, teachers and ethnic minority students have inconvenience in communication, poor living and working conditions, low salary, and it is difficult for excellent teachers to persist for a long time. Xinjiang's long-term brain drain has seriously affected the development of education. According to incomplete statistics, Xinjiang has lost nearly 200,000 talents since 2000. Due to the limited level of development in Xinjiang, many outstanding students admitted to the mainland are reluctant to return to Xinjiang after graduation, and many senior teachers and technicians also choose to seek alternative ways in the more economically developed mainland. The brain drain has led to a shortage of talents in the region, and it is difficult for local education to develop rapidly.

### **4.3. Lack of educational resources**

Although the state has formulated a series of relevant policies, laws and regulations to achieve a balanced allocation of educational resources, the imbalance of educational

resources still exists, and Xinjiang education, due to its particularity, is divided into local education and corps education and civilian school education and Han school education, north and south, urban and rural areas, civilian Han schools and local military schools Education, due to objective reasons such as the priority of education input and development, there are great differences in the level of education and popularization. In general, the educational resources of northern Xinjiang are superior to those of southern Xinjiang, the popularization of education in northern Xinjiang is better than that of southern Xinjiang, the educational resources and popularization of Han schools in various places are better and earlier than those of private schools, and nearly 90% of Xinjiang's colleges and universities are concentrated in northern Xinjiang, and compared with underdeveloped areas such as southern Xinjiang, the phenomenon of serious insufficient educational support has existed for a long time. The teacher-student ratio in colleges and universities is seriously imbalanced, and there is a serious shortage of high-level teachers. Xinjiang's internal educational resources are relatively small compared with the mainland, coupled with the uneven distribution of southern Xinjiang and northern Xinjiang, the lack of educational resources in the four southern prefectures cannot be ignored.

### **4.4. Difficulties in educational transformation**

Education transformation and reform requires value recognition, Xinjiang people currently lack consensus on education, if you want to carry out education transformation, many measures and measures are difficult to really play a role, if the change has been on the surface, without fundamental change, it will directly lead to the failure of the transformation. The task of promoting education transformation and improving the quality of education is very arduous, the contradiction between the people's demand for high-quality, personalized and diversified education and the insufficient supply of high-quality educational resources is prominent, and it is difficult for the general understanding and understanding of education held by the people in Xinjiang to change in a short period of time, forming a new pattern of education governance with the participation of the whole Xinjiang and completing the transformation of all education in Xinjiang, which is a difficult task.

## **5. Countermeasures and suggestions to accelerate the development of integrated education in Xinjiang**

### **5.1. Build a high-quality integrated ethnic education system in southern Xinjiang**

(1) The connection and integration of the education systems of Xinjiang and the mainland

1) Formulate policies to improve the integrated education work system

At present, the policies of benefiting the people through education enjoyed by Xinjiang mainly involve the stage of preschool education, rural compulsory education, ordinary high school and secondary vocational education, and have made certain achievements in promoting the healthy and steady development of education in Xinjiang and improving the level of education and teaching. However, Xinjiang's policy of benefiting the people through education should also be implemented in terms of free education, bilingual

education, and integrated education in Xinjiang and the hinterland in southern Xinjiang, so as to improve the integrated education work system through policy paths.

2) Strengthen safeguards and form new ideas for the development of integrated education

Improve the funding guarantee mechanism, in 2020, the total investment in Xinjiang's education funds will be 110.110 billion yuan, an increase of 7.84% over the previous year, of which the national financial education funds will increase by 9.81% year-on-year. Strengthening the construction of infrastructure facilities, infrastructure is an important supporting condition for the development of the educational environment, standing at a solid starting point for educational development, in order to further promote the reform and development of education. Only by strengthening the guarantee of funding, infrastructure and other due guarantees can a new idea of integrated education development be formed.

(2) Integration of Chinese and Uighur languages in Xinjiang and inland education:

1) Policy input and supervision are in place at the same time

Governments and leaders at all levels attach great importance to bilingual teaching, take the lead in conducting research, and absorb policies according to their actual conditions to ensure that the benefits of policy investment are maximized. While investing heavily in policies, supervision should also be in place, and the central government should implement special funds for the supervision of the quality of bilingual education. Only when investment and supervision are in place at the same time can we promote poverty alleviation in education.

2) Train and improve the teaching level of bilingual teachers

Accelerate the construction of bilingual teachers, update the training concept of bilingual teachers, and vigorously implement the training of all bilingual teachers. Encourage teaching and research activities between Minhan schools, promote exchanges and learning between teachers, and give full play to the inherent advantages of Minhan joint schools. In the four prefectures of southern Xinjiang, ethnic minorities account for more than 90% of the population, and ethnic language classes can be set up in Chinese schools in these areas, not just teachers from other areas to learn Uighur, teachers from outside Xinjiang learn Uighur to become bilingual teachers, teachers in Xinjiang to learn Chinese to become bilingual teachers, two-way learning, for Xinjiang to train a group of bilingual teachers who are both Chinese and Chinese.

3) Targeted improvement of bilingual education curriculum and teaching materials

The compilation of teaching materials should be carried out in accordance with the principle of "teaching according to aptitude", and in accordance with the actual teaching situation of different regions, the learning characteristics of students, and the goals of bilingual learning of ethnic minorities. The bilingual education curriculum should combine the characteristics of ethnic education, conform to the law of students' cognitive development, appropriately reduce the difficulty, reduce the capacity, and try to balance the national culture and the Chinese culture.

## 5.2. Explore new paths for ethnic unity and ethnic integration in southern Xinjiang

Building a high-quality national education system in Xinjiang can achieve stability in Xinjiang, help the rise and development of southern Xinjiang, and promote Xinjiang's modernization.

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