The generation and bridging of the "lag" of education informatization in ethnic minority areas

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Abstract: Educational informatization is an important content and main symbol of education modernization, and is the only way to realize education modernization. The development of educational informatization in ethnic minority areas is an important measure to solve the difficult problems restricting the development of education in China and promote the reform and innovation of education. However, in the process of the rapid development of education informatization in ethnic minority areas, the shortcomings and deficiencies are also exposed. Investigate its reason, in the process of education informatization development, in the short term completed the institutional construction and reform, but the education informatization system, the main ability and willingness and education informatization of social culture construction action delay, dislocation or lag, the ideal state of education informatization construction, system state and running status between the gap, namely "fall". During the 14th Five-year Plan period, the main task should be the "distance" between bridging system, subject and culture to promote the healthy development of education informatization in the western ethnic areas.

Keywords: Education Informatization; Ethnic Areas; Lag

1. Introduction

In 2012, the Ministry of Education issued the 10-year Development Plan for Education Informatization (2011-2020), which listed "construction of education informatization" as one of the ten major projects. After that, in order to further increase the sense of urgency, sense of mission and responsibility to promote the process of education informatization, so as to promote the transformation and upgrading of education informatization.[1] In April 2018, the Ministry of Education issued the Action Plan of Education Informatization 2.0, which proposed to realize the leap from 1.0 to 2.0 era in China. In 2019, "China's Education Modernization 2035" proposed to "accelerate the reform of education in the information age", and stressed that "informatization is an important content of education modernization, but also the key way to promote the modernization of education". The construction and application of educational informatization can make the underdeveloped areas, especially the border areas, enjoy the opportunity of high-quality educational resources, and inject new vitality into the development of education in the western minority areas. Under the care of the CPC Central Committee and with the help of other provinces, education informatization has made rapid development in just ten years, rapidly making up for the development gap in the field of infrastructure equipment construction. However, we should also realize that the solid foundation is not directly proportional to the superstructure, and the realistic development is still out of touch with the needs of the people. Investigate its reason, in the process of promoting education informatization construction in the western minority regions, education informatization under the external support and policy guide hardware facilities and institutions in a short period of time to complete, but the corresponding supporting system, the main body ability and cultural construction and did not follow the rapid development of the construction of hardware facilities, in a short part of the rapid culture cluster behind other parts of the delay, lag, make the ideal, system status and running status between the change gap, namely "fall". Therefore, it is necessary to review the existing construction achievements of primary and secondary education informatization in western minority areas, further understand the multiple "falling distance" phenomena existing in educational informatization, analyze its representation and causes, and put forward the countermeasures for the development of educational informatization in minority areas.

2. Cultural lag theory and educational informatization

2.1 Cultural lag theory

"Cultural lag" refers to the phenomenon that in the process of social change, part of the cultural cluster lags behind other parts of the

sluggish, which is also called cultural lag or cultural backwardness. American sociologist W.F.Ogburn first used this concept in his book so-cial Change, to refer to the time difference between material culture and non-material adaptive culture in the speed of change. According to the theory of cultural lag, social change is mainly cultural change is a cultural phenomenon. When cultural change occurs, the change speed of its components is fast, which leads to the gap and dislocation of the change of various parts, resulting in a series of social problems. The theory of abortion lag soon attracted the attention of researchers in other fields. Based on the research of "cultural lag", the extension of abor-tion distance theory has been continuously expanded. Scholars have successively put forward the academic concepts of "cognitive abortion lag [2] "," policy abortion lag "[3]," government function abortion lag "[4], and" institutional abortion lag " [5]. Comprehensive fall from the cur-rent theory of discussion in academic research, can national region education informatization "fall" as in the process of education informati-zation construction, especially in some major changes occur, and the content of the education informatization construction supporting action delay, dislocation or lag, the ideal state, system status and running status of the change gap between three.

2.2 The generation of multiple lag in the process of educational informatization in ethnic minority areas

Education informationization refers to the education in the field of education, education process thorough use of modern education information technology to promote the change and development of education, is a by the government, schools and teachers to promote the development of education modernization integration network, including laws and regulations, systems, institutions, mechanism and rules, ability and technology, environment and culture. Education informatization is an important reform force to promote the modernization of education in China. After decades of development, it has achieved certain results. According to the stage characteristics of China's educa-tional informatization policy, its evolution process can be divided into four stages: initiation, construction and popularization, integrated de-velopment and transformation and upgrading[6]. Compared with the development of education informatization, the development of education informatization in western minority areas has its own unique development trajectory. First, the initial stage of responding to the national call; second, the distance education stage; third, the development stage of "three links and two platforms"; and fourth, the digital smart campus stage.

From the perspective of the development of educational informatization in the western ethnic areas, the change of educational informa-tization presents three main characteristics: one is the rapid development with external support; the second is the single subject of educational informatization; the third is the "top-down" promotion. In 2012, the informationization construction of education with the construction of system and standards as the main line presents the characteristics of the gradual establishment of "top-down". The top-level design is still in the stage of continuous improvement, and the system will inevitably generate the phenomenon of "falling distance" in the process of oper-ation. Specifically, there are some problems such as lagging legal construction of educational informatization, insufficient guarantee of edu-cational informatization infrastructure construction [16], unable implementation of governance concepts, and the distorted implementation of relevant systems. Education informatization task is complex and changeable, the top of the macro design, concept and vision transition and related system, department ability, personnel concept change speed, makes the Tibet education informatization ideal state, system status and operation status balance between, there is a certain gap and fracture, namely the education informatization "fall" phenomenon.

3. Characterization and cause analysis of multiple lag in the process of education informatiza-tion in ethnic minority areas

3.1 The subject's "lag"

According to the Marxist view of practice, subjects are the factors with autonomy and initiative in practical activities, and they shoul-der a variety of tasks for completing practical activities. It is of great significance to clarify the main function of practical activities in the construction of basic education in western ethnic areas. Under the background of reform and opening up, educational informatization in west-ern ethnic areas has developed rapidly. In the second stage of development, a pattern of "taking the lead of the coordinating department of educational informatization and supporting the coordination of institutions and educational business departments" has been gradually formed. Due to the influence of path dependence and departmental interests and other factors, due to the rapid development of educational informa-tization, it is difficult for the subject to make scientific and reasonable judgment and transformation of its own functions. In the process of

the development of educational informatization, the subject are prone to absence, offside and dislocation, and it is difficult to standardize the performance of duties.

3.2 The system of "lag"

Educational informationization refers to the process of comprehensively and deeply using modern educational information technology to promote the reform and development of education in all educational links and processes in the field of education. From the connotation of education informatization, we can know that education informatization involves the whole process of education, and almost all education departments and schools will involve the related work of education informatization. Therefore, the relevant system system of education informatization must be standardized and meticulous. If there are three states in the system: ideal state, text state and execution state, the current educational informatization has the "upward falling distance" between the ideal state and the text state, and the "downward falling distance" between the text state and the execution state. The "upward falling distance" is manifested as follows: the transformation of system paradigm is a slow process, and the basic concept and vision of educational informatization in the new period have changed significantly, but there are lag in related system renewal and resource allocation, and there are many problems: first, institutional fracture; second, institutional deficiency; institutional defects and conflict between systems."Downward distance" is mainly reflected in: the system text lags behind practice, on the one hand, the relevant rules and regulations are mostly principled, insufficient operability, and lack of some corresponding intermediate system, implementation norms and standards; on the other hand, currently, the relevant system is not perfect, especially after the adjustment of the organization, the original norms of the need to be revised.

3.3 Cultural "lag"

The comprehensive strength of management, technology and educational informatization and culture determines the efficiency of educational informatization, and the level of ability is actually influenced by the culture. In addition to the system design and government departments, education informatization also covers the shaping of education informatization culture, the consciousness of education modernization and the attitude of education informatization. However, institutional adjustment and institutional setting can be completed in a short time, but it is difficult to achieve rapid changes at the cultural level. As far as the current situation is concerned, the cultural falling distance in the field of educational informatization is mainly manifested as the imbalance between the new concept of educational informatization and the original concept, as well as the imbalance between the lack of consciousness of social education modernization and the demand of educational informatization. The transformation of ideas is a relatively long process. In the current process of educational informatization change, the concept of governance must lag behind the speed of institutional adjustment. Due to the lack of knowledge for effective implementation and the lack of institutional preparation, the culture of education modernization has not yet been formed. Therefore, educational information organizations often need to go through a chaotic period of run-in, in order to gradually reach a consensus on problems and countermeasures, and then form consistent and effective actions.

4. The bridge countermeasures of multiple lag in the process of urban governance modernization

4.1 The main body "lag" bridge

The education management department is not the only subject of the education informatization construction, and the integration of the educational informatization function of the business department does not mean that the business department does not undertake any educational informatization function. Therefore, the bridge of the "falling distance" of the subject of education information should not only improve the ability of the education information management department, but also strengthen the coordination ability of the education information management department and the business department, so as to quickly form a joint force in the face of the task of information reform and development. Specifically, it should promote the development and utilization of new technologies and new equipment of educational informationization, break through the limitations of knowledge and ability of educational informationization, form a new knowledge structure,

attach importance to the role of scientific and technological innovation, and meet the needs of modern education management in the new era. Establish an effective department cooperation working mechanism, organically combine the two processes of "teaching" and "learning" with the integration of data and technology, and improve the efficiency of education informatization. Strengthen the cooperation between the education information management department and the business management department, coordinate the focus of policy attention, strengthen the process management, and improve in the integration. On the other hand, to improve the ability and willingness of education information practitioners. Strengthen the macro management and business guidance function of the government human resources department for educational information talents, strengthen the integration function of the government education information department for educational information talent resources, and strengthen the unified planning, overall coordination and scheduling responsibilities of talents related to educational informatization. Encourage education informatization department of party and government cadres and the school head to orderly demonstration area classes learning, at the same time, strengthen the education informatization related personnel training, improve education informatization work staff consciousness and ability, as a whole and increase the education informatization management staff policy subsidies, improve the will and enthusiasm of relevant personnel.

4.2 Institutional "lag" bridging

New ideas need to have the unity of thought and action [34], only with the new idea of education informatization to promote education modernization to planning, decision-making, execution and so on each link, promote system improvement, bridging system "fall", to better promote the development of education informatization and implementation, really improve education informatization in promoting education fair efficiency. For the development and improvement of the system, on the one hand, it is necessary to bridge the system rupture, system deficiency and system defect; on the other hand, the "downward distance" between the system text and the system implementation. Specifically, to bridge the "upward falling distance" needs to further understand and implement the overall deployment and arrangement of the development of education informatization, further improve the supporting system connection of top-level design, do a good job in legislative planning, and transform the concept and vision of the Party and the state of education informatization into a more perfect system. We will promote the design of the system, check and fill in the existing laws and regulations, revise the outdated system as soon as possible, and improve the system and mechanism, so that the emergency management work has a basis and a system to follow. In order to make the system text gradually perfect, reasonable and feasible, the system text and essence meet the current development of education informatization, and can promote the development of education modernization in a real sense.

4.3 Cultural "lag" bridging

To bridge the cultural "distance" in the process of educational informatization in western ethnic areas, we should not only follow the law of cultural distance, but also grasp the objective formation mechanism of "distance" of educational informatization culture, and put forward corresponding countermeasures on this basis. On the one hand, we should construct scientific administrative values, promote the construction of digital education and information culture, realize the innovation of administrative culture, and bridge the "falling distance" of educational information culture with the innovation of administrative culture. At the same time, strengthen the ability training of education information staff and digital thinking training, the school leaders in an open attitude to absorb advanced educational ideas, educational concepts, and localize advanced educational concepts in practice, so as to further drive the change of front-line teachers' educational concepts and the improvement of teaching methods. Eliminate the "backward" thinking in the administrative culture. On the other hand, under the development pattern of joint construction, joint governance and shared benefits, the market and social forces are encouraged and guided to participate in the development of education informatization at the level of system design and practice. Carry out education informatization culture construction for the whole society, integrate the existing education informatization training resources, actively build all kinds of publicity and education platform, form the government, community, enterprises, school organic combination of education informatization publicity and education system, strengthen the public education development of modern social responsibility consciousness, improve the public understanding, use, maintain big data such as information ability.

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