

Functions of Inheriting Cultural Ethnic Minorities of Colleges and Universities in Minority Areas and Its Realization*

Qin Luo

Center for Studies of Education and Psychology of Ethnic Minorities in Southwest China
Southwest University
Chongqing, China

Abstract—In the process of modernization, the cultural inheritance crisis of ethnic minorities is getting prominent, and colleges and universities in ethnic areas shoulder the obligatory cultural responsibility. Inheriting minority culture is not only the cultural mission, but also the inevitable choice of colleges and universities in minority areas to improve the core competitiveness. The functions of ethnic minority cultural inheritance of colleges and universities in ethnic minority areas are mainly embodied in training high-level cultural inheritance talents, studying and expounding cultural essence, and serving and leading regional cultural inheritance. In order to realize the function of inheriting ethnic minority culture, colleges and universities in minority areas should integrate ethnic minority culture into their school-running philosophy, build characteristic disciplines relying on ethnic minority cultural resources, and develop school-based courses with ethnic regional characteristics.

Keywords—minority culture; cultural inheritance; minority areas; colleges and universities

I. INTRODUCTION

The cultural inheritance of ethnic minorities is the process of the vertical transition of ethnic minority culture among the members of the ethnic community, and the acquisition and transmission of culture by ethnic members must rely on a specific cultural field. In multi-ethnic countries, minority cultures are often on the edge of the cultural system due to the exclusion of dominant culture and the erosion of foreign culture, and their protection and inheritance inevitably face severe challenges. Colleges and universities in ethnic minority areas are places where knowledge gathers and elites converge, so cultural inheritance fields relying on colleges and universities in ethnic minority areas have unique cultural inheritance functions. Faced with the reality of the coexistence of the main ethnic culture and minority culture in a unified multi-ethnic country, this paper discusses the problem of minority cultural inheritance in colleges and universities in minority areas on the premise of recognizing the main responsibility

of ethnic cultural inheritance in colleges and universities in minority areas.

II. PERSPECTIVE ON THE NECESSITY OF INHERITING MINORITY CULTURE IN COLLEGES AND UNIVERSITIES IN MINORITY AREAS

There is a natural connection between colleges and universities in minority areas and minority cultures, and inheriting minority culture is the obligatory cultural responsibility of colleges and universities in minority areas.

A. In the Process of Modernization, the Cultural Inheritance Crisis of Ethnic Minorities Looms Large

The culture of any nation is unique. It is the advantage complementation integration of ethnic minority cultures and mainstream cultures that have promoted the progress and prosperity of Chinese culture. However, with the continuous progress of modernization and the catalysis of modern media, the impact of modernization on minority culture is unprecedented. Under the influence of rational culture bound by modernization, values such as interest, efficiency and freedom gradually permeate into the cultural field of ethnic minorities, and their unique spiritual core and profound connotation become eclipsed before modern rationality. Modern culture promotes the basic tone of "modernization, advancement and elegance", while minority culture is reduced to the symbol of "backwardness, conservatism and vulgarity". The disregard for minority culture is in sharp contrast to the rush for modern culture. "If a nation's value orientation turns to the enthusiastic pursuit of modern civilization and ignores, distorts or even completely denies its own culture, it will lead to the loss of its national character" [1], and its cultural inheritance will inevitably fall into crisis. Any ethnic minority culture is a long-term cultural achievement accumulated in a specific natural and humanistic environment, which must have its rationality and legitimacy and its unique cultural value cannot be underestimated. Once the culture of ethnic minorities is lost, it will be difficult to represent or reproduce it. Dealing with the crisis of cultural inheritance of ethnic minorities is an unavoidable issue in the modernization process. Colleges

*Fund Project: Project of Ideological and Political Education Research Center for College Students in Sichuan University (Project No.: CSZ16016); Sichuan Education Development Research Center (Project No. CJF16029).

and universities in ethnic minority areas have the obligatory responsibility of cultural protection and inheritance.

B. Inheriting Minority Culture Is the Cultural Mission of Colleges and Universities in Minority Areas

The university is the product of the development of human culture. In order to adapt to the globalization trend of cultural competition, the functions of universities have also changed and it becomes knowledge factories and think tanks in modern society. It is not only an important carrier of excellent cultural inheritance, but also an important source of ideological and cultural innovation. "The essence of a modern university is to make inheritance, research, integration and innovation on the basis of accumulating and creating profound cultural deposits." [2] Therefore, to fulfill and develop the function of cultural inheritance has become the lofty historical mission entrusted by the times to contemporary universities.

In the context of Chinese culture, the mission of cultural inheritance of modern universities must be based on the multiple integration pattern of the Chinese nation. Based on this, Professor Teng Xing proposed the theory of multicultural integrated education, advocating that, while carrying out the transmission of the common cultural achievements of mankind, the education of a multi-ethnic country should not only carry out the transmission of the excellent traditional culture of its mainstream ethnic groups, but also carry out the transmission of the excellent traditional culture of its ethnic minorities. [3] The inheritance of mainstream national culture is one of the contents of the cultural inheritance of all colleges and universities, and the cultural inheritance of ethnic minorities needs to rely more on universities in ethnic areas. This is because the cultural inheritance of ethnic minorities cannot be separated from the original soil of culture, and colleges and universities in ethnic minority areas are located in the cultural field where ethnic minorities' culture is generated and occupy geographical, human and resource advantages in the cultural inheritance of ethnic minorities, which are incomparable to colleges and universities in non-ethnic minority areas. Therefore, colleges and universities in minority areas shoulder the cultural mission of inheriting minority culture besides inheriting the main body of national culture.

C. It Is an Inevitable Choice for Colleges and Universities in Minority Areas to Improve Their Core Competitiveness

Since the reform and opening up, especially since the expansion of university enrollment in the late 1990s, China's higher education has entered a stage of massification. Due to the popularization and internationalization of higher education and the diversification of higher education needs, the competition among universities is becoming increasingly fierce. From "project 211" and "project 985" to "double first-class universities", with various university rankings emerging in an endless stream, and numerous scientific research evaluation, teaching evaluation, subject evaluation and discipline evaluation, competition among universities is getting fiercer and fiercer. Thus how to cultivate and enhance

the core competitiveness has become an important task for universities.

According to the management science, there are four criteria to judge the core competitiveness of an organization: value, rarity, non-replicability and irreplaceability. [4] To sum up, the key of core competitiveness is the uniqueness of the organization. Colleges and universities in ethnic minority areas are relatively backward in economic development. Compared with colleges and universities in other areas, their running conditions, discipline structure, teacher level and student quality are relatively weak, and their core competitiveness is generally weak indisputably. However, the core competitiveness is the competitive advantage reflected by the comparison with other universities. Therefore, in order to establish advantages in the competition, colleges and universities in ethnic minority areas must find advantages and differences based on the actual conditions of schools and confirm the origin point of core competitiveness — minority culture. Therefore, inheriting minority culture by virtue of regional advantages is an inevitable choice for colleges and universities in minority areas to gain competitive advantages.

III. ANALYSIS ON THE FUNCTION OF MINORITY CULTURE INHERITANCE IN COLLEGES AND UNIVERSITIES IN MINORITY AREAS

As the hall of knowledge gathering, cradle of talent cultivation and soil for civilization dissemination in ethnic minority areas, colleges and universities in ethnic minority areas can fully play their basic functions of talent cultivation, scientific research and social service to serve the cultural inheritance of ethnic minorities.

A. Training High-level Talents to Inherit the Culture of Ethnic Minorities

From the perspective of inheritance theory, the inheritance of minority culture is a longitudinal process of intergenerational transmission and inheritance again and again in which the minority culture is like a relay baton. There are stereotypical requirements in this process since it is restricted by the living environment, cultural background and other factors, finally forming a cultural inheritance mechanism composed of cultural ontology, cultural subject and cultural object. In this mechanism, man, as the cultural subject is the most important and active factor of cultural inheritance, and plays the main role in cultural inheritance, just like the main gear in the cultural development chain of minority nationalities.

In a general sense, everyone can be the inheritor of minority culture and play a main role in the inheritance of minority culture. However, in terms of the degree of investment and role in the inheritance of minority cultures, there are a number of high-level cultural inheritors who are dedicated to the collation, research, dissemination and innovation of minority cultures, and such talents often need special training. After years of characteristic school-running development, colleges and universities in minority areas have established the advanced concept of minority cultural

talents training, and have full-time teachers engaged in minority cultural teaching, and accumulated rich experience in talent training. After systematic cultivation in colleges and universities in ethnic areas, talents of cultural inheritance of ethnic minorities will integrate into the society, become the main force of cultural inheritance and promotion of ethnic minorities, and play an important role in cultural inheritance and dissemination. In view of this, cultivating high-level talents to inherit minority culture is an important manifestation of the function of minority culture inheritance in colleges and universities in minority areas.

B. Further Elucidating the Essence of Ethnic Minority Culture Through Scientific Research

Scientific research is a creative practice based on the previous research, which reflects the inheritance, selection, integration, reflection, criticism and innovation of culture. Therefore, it is a unique way of cultural inheritance. Through scientific research, the cultural heritage can be excavated and sorted out, and the cultural essence can be well preserved, thus effectively promoting the cultural inheritance. In terms of ethnic minority culture, its inheritance has a strong folk meaning, so research institutions have been set up in many ethnic areas to carry out ethnic minority culture research. Due to the relatively weak research power of such institutions, they often carry out studies on ethnic policy interpretation and experience exploration by rare researchers and in a small scale dispersedly, and the research results obtained are relatively single and scattered. Compared with these research institutions, colleges and universities in ethnic areas, as an important base for regional scientific research, have special research centers, advanced ethnic disciplines, abundant ethnic literature and researchers of different ethnic groups, thus have incomparable advantages in the study of ethnic culture. Due to the geographical advantages of universities in ethnic minority areas, the research direction of ethnic minority culture is usually based on regional cultural resources. For example, Sichuan University for Nationalities has given full play to its advantage of being located in Kangba Tibetan areas and devoted itself to the study of Kangba culture, gradually becoming an important research center of Kangba studies and playing an important role in the inheritance of Kangba culture. By virtue of its scientific research advantages, colleges and universities in minority areas dig and expound the essence of minority cultures, so as to better preserve and develop them.

C. Serving and Guiding the Cultural Inheritance of Ethnic Minorities in Ethnic Minority Areas

The basic function of a university determines that it should not only promote "metaphysical" scientific research, but also pursue "physical" practice of serving local economic and social development. [5] In terms of the inheritance of minority culture in colleges and universities in minority areas, the scientific research on minority culture is "abstract method" and the application and practice of minority culture development is "concrete practice", which complement each other and bring out the best in each other. Therefore, the function of colleges and universities in ethnic areas in the cultural inheritance of ethnic minorities is not only reflected

in the scientific research of the top designers, but also reflected in the cultural protection, cultural product development, cultural industry development and other practices of people doing the specific work. Specifically, colleges and universities in ethnic minority areas can give full play to their advantages in material resources and human resources, actively participate in the protection of key cultural, historical and cultural heritages of local ethnic minorities, dig deep into the cultural connotation of traditional festivals of ethnic minorities, and launch high-quality ethnic minority cultural products. At the same time, colleges and universities in minority areas can also give full play to their talent and technological advantages to transform minority cultures into cultural industries with high economic and social values. For example, Hubei Minzu University participated in the investigation, planning, design and tourism development of such ethnic minority villages as the Guanba Miao Village along the Water in Xianfeng County, which effectively promoted the integration of ethnic culture and tourism, and achieved good social influence and economic benefits. [6]

IV. PATHS OF REALIZING THE FUNCTION OF MINORITY CULTURE INHERITANCE IN COLLEGES AND UNIVERSITIES IN MINORITY AREAS

The cultural inheritance function of education is realized by educating people. The cultural inheritance function of ethnic minorities in colleges and universities in minority areas is also realized by educating people, which is mainly reflected in the school's school-running philosophy, disciplines, courses and other aspects.

A. Integrating Minority Culture into the Philosophy of School Running

The philosophy of school running is the understanding of the nature, position, function and characteristic of the school development. Generally speaking, it is about what kind of university is to be built and how to build it, including a series of guiding principles such as specific goals, tasks, systems, mechanisms and methods of running a university formed on this basis. [7] Ideas are the forerunners of actions. The idea of running a school is the core guiding principle in running a school. The clear and unique school-running philosophy is the basic premise of high-quality school-running of colleges and universities. Colleges and universities in ethnic regions have rich ethnic cultural resources. In order to occupy a place in the fierce competition, the only way is to develop schools with distinctive features to carry forward the culture of ethnic minorities based on local cultural resources with distinctive characteristics, so as to form a unique school-running style. Therefore, colleges and universities in minority areas should first abandon the universal idea of school running, change the practice of blindly pursuing scale effect regardless of the actual situation of region and school, and avoid the blind pursuit of speed, completeness and modernity in school construction. In this way, the characteristics of colleges and universities in minority areas cannot be maintained, and the development of colleges and universities will be restricted due to the loss of comparative

advantages in competition. At the same time, colleges and universities in minority areas should base themselves on the rich and diversified minority cultural resources in the region, establish the idea of running schools with characteristics according to regional cultural resources, and follow the development path of national cultural characteristics with high cultural awareness. For example, based on its advantages of local ethnic cultural resources, Kaili University put forward the school-running philosophy of "running a school with characteristics and cultivating talents with character" by refining their school-running characteristics.

B. Building Characteristic Disciplines by Relying on the Cultural Resources of Ethnic Minorities

As an important support for the realizing the function of cultural inheritance of ethnic minorities in colleges and universities in ethnic areas, dominant and characteristic disciplines is not only related to the quality of cultivating high-quality talents with ethnic cultural literacy, but also affects the cultural research of ethnic minorities and the level of cultural inheritance of regional ethnic minorities. In view of this, colleges and universities in minority areas should rely on regional minority cultural resources and highlight the characteristics of running schools. In the process of enriching and developing disciplines, they should focus on cultivating a number of dominant and characteristic disciplines, and gradually form a discipline system with characteristics and diversity, so as to give full play to the function of cultural inheritance of ethnic minorities. First of all, from the perspective of the constructing dominant and characteristic disciplines, colleges and universities in ethnic minority areas should take the study of ethnic minority culture as the main direction, actively carry out scientific research, and gradually focus on the direction through research, so as to serve the cultivation of talents and social services, and finally realize the effective inheritance of ethnic minority culture. Specifically, the construction of dominant and characteristic disciplines includes the layout and condensation of the direction of minority culture subjects, the formation of multi-ethnic discipline team members, the construction of professional discipline platform and the cultivation of discipline culture, etc. Second, from the construction requirements of dominant and characteristic disciplines, colleges in national regions should adhere to the idea of "having what others don't have", adhere to the principle of "based on locality, highlighting characteristic" to make efforts to develop characteristic disciplines related to minority cultures, so as to better use regional cultural resources and make cultural inheritance of ethnic minorities more targeted and effective.

C. Developing School-based Courses with Ethnic Regional Characteristics

One of the main purposes of school-based curriculum development is to inherit regional culture. The development and utilization of regional characteristic culture is an important embodiment of the "school-based" characteristic of the curriculum, so it is an important carrier of regional culture inheritance. In terms of the inheritance of minority

culture in colleges and universities in minority areas, the development of school-based curriculum is the exploration, arrangement and innovation of regional minority culture, and the development process of characteristic school-based curriculum in minority areas is essentially the process of extracting and reproducing the core of minority culture. In this way, school-based curriculum becomes a highly condensed and concentrated entity of regional minority culture. Relying on the carrier of school-based curriculum, ethnic minority cultures regain the opportunity to inherited and carried forward in a larger scope. Therefore, to realize the function of inheriting minority culture in colleges and universities in minority areas, it is necessary to give full play to the advantages of cultural resources and develop school-based curriculum with the characteristics of minority areas. First of all, it is necessary to dig into the regional minority cultural resources based on the regional characteristics. Only through the exploration and arrangement of regional minority cultural resources and the further grasp of cultural characteristics and essence, can the school-based curriculum have a reliable cultural foundation. Secondly, it is important to make a rational choice and construct the school-based curriculum framework based on the core of culture. The regional minority culture has complex composition and diverse manifestation forms, but the capacity of the school-based curriculum is limited. This requires universities to make a choice, that is, to include subjective and representative cultural forms into the curriculum so as to form the basic module of school-based curriculum. Finally, it is necessary to effectively integrate and enrich the course content. In the selection of course content, the relationship between foreign culture and native culture, mainstream culture and minority culture should be well handled. On the basis of absorbing the mainstream culture and foreign advanced culture, effective integration should be carried out according to the characteristics of regional culture.

V. CONCLUSION

Minority culture is sum of material and spiritual wealth created by minority people in their long-term production and life practice and embodies the survival wisdom accumulated in the process of national development. The inheritance of culture depends on the original soil of culture. However, colleges and universities in minority areas are just in the cultural field of ethnic minorities, occupying unique geographical advantages and playing an irreplaceable role in the inheritance of minority culture. Especially in the face of crisis of minority culture inheritance in the process of modernization, colleges and universities in minority areas should give full play to the function of minority culture inheritance and shoulder the responsibility and mission of minority culture inheritance.

REFERENCES

- [1] Ni Meng. Elimination and construction of cultural inheritance field of ethnic minorities — reflections on ethnic school education [J]. Journal of Hubei University for Nationalities (Philosophy and Social Sciences), 2013 (03): 47-50. (in Chinese)

- [2] Tian Jianguo. Passing and Creating Cultures is Universities' New Mission [J]. *Journal of Higher Education Management*, 2011 (05): 3-4. (in Chinese)
- [3] Ha Jingxiong, Teng Xing. *General Theory of Ethnic Pedagogy* [M]. Beijing: Educational Science Publishing House, 2001: 7. (in Chinese)
- [4] Wang Jianmin. *Science of Strategic Management* [M]. Beijing: Economic Science Press, 2003.150. (in Chinese)
- [5] Shi Mingde. On the Values Dimension and Realistic Purpose of University Culture Responsibility [J]. *Educational Research*, 2014(02): 76-81. (in Chinese)
- [6] Dai Xiaoming, Huang Li. An Analysis of Status and Functions of Universities for Preserving Ethnic Culture — A Case Study of Hubei Universities of Nationalities [J]. *Journal of Beifang University for Nationalities (Philosophy and Social Sciences Edition)*, 2011(06): 62-65. (in Chinese)
- [7] Tian Jing, Li Yinrong. Multiple dimensions of university culture — university spirit, school-running philosophy, campus culture and their relationships [J]. *Education Exploration*, 2008(02): 23-24. (in Chinese)