

# Research on Multi-ethnic Cross-cultural Education Guided by National Communication and Integration Taking Sichuan Minzu College as an Example

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## ABSTRACT

How can universities for nationalities educate students for the country? This is a realistic problem that every university for nationalities pays attention to. The problems that need to be considered and solved are as the follows. First, it is required to solve the problem of cultivating the consciousness of national community of multi-ethnic and cross-cultural students in universities for nationalities; Second, it is necessary to solve the problem of promoting all links such as teaching, scientific research, management, service and students' growth in universities for nationalities and the development of minority students; Third, it is suggested to solve the problem of lacking characteristics in practical education in universities for nationalities and constructing the students' practical ability. Therefore, it is hereby proposed that multi-dimensional joint efforts of "culture + inheritance + innovation + quality + expansion" should be made to create a multi-ethnic and cross-cultural education mode in universities for nationalities, and construct a "whole-staff education" pattern by school teachers and managers. At the same time, the "classroom + community + media" mode should be explored to realize the most direct, significant and core interest demands of students. Through the above practical activities, it strives to educate talents for the country.

**Keywords:** Ethnic communication and integration, Universities for nationalities, Educational practice.

## 1. INTRODUCTION

The central and western regions cover 19 provinces and autonomous regions. And universities in this region account for 53% of the country's universities, and students in this region account for 54.1% of the country's students. Therefore, it can be seen that national higher education is the inner strength of the development of central and western China. In Sichuan Minzu College, which is set up in Tibetan Autonomous Prefecture of Garze, the minority students account for 23% of the total number of students. As an

ethnic college with a high proportion of ethnic minority students, it is necessary to solve the problems, such as "to cultivate what kind of person and how to cultivate people and to cultivate people for whom". Under the guidance of the policy of firmly building the Chinese national community, universities must adhere to the spirit of "having its uniqueness in beauty form, appreciating other forms of beauty with openness, showing diversity and integrity of beauty forms, achieving the harmony and unity". At the same time, universities should explore the educational reform of universities for nationalities against the background of exchanges and integration among minority students, and strive to realize the revitalization of national talents and education in universities for nationalities through the exchange and integration of national culture. It is believed that the young generation has ideals and responsibilities, the country will have the future and the nation will have hope. [1]

\*Funds: This paper is supported by:

1. the phased achievements of the social science project of the State Ethnic Affairs Commission — "Research on ethnic exchanges and blending in the 'Gesar epic'" (2021-GMD-056)  
2. the phased research results of the research project of Kham Cultural Research Center, a key research base of social sciences in Sichuan Province — "Research on Transformation and Application of Intangible Cultural Heritage in the Live Mode of Tibetan Autonomous Prefecture of Garze" (KBYJ2020A008)

## 2. THE FORMATION PROCESS OF CULTURAL COHESION IN UNIVERSITIES FOR NATIONALITIES

### 2.1 Establishing the Concept of the Chinese Nation

There is a saying in "The Note of Learning", "it is suggested to love his teacher and believe his way". For ethnic college students, it is of great significance to correctly understand the relationship between ethnic culture and the culture of Chinese nation, the relationship between diverse culture and cultural integration, the necessity of communication and integration of various ethnic groups, and the establishment of the concept of Chinese nationality. In the process of the formation of the Chinese nation, the integration and conflict among various ethnic groups began from the Spring and Autumn Period and the Warring States Period. During the five thousand years of historical change, the Chinese nation experienced five prominent integration processes, concentrated in the Han Dynasty, the Wei-Jin and Northern-Southern Dynasties, the Tang Dynasty, Song Dynasty, the Yuan Dynasty, and the Qing Dynasty. The history of ethnic relations in China is the history of cultural exchanges and integration in China, and also the history of the formation of the Chinese nation. All ethnic groups have forged the Chinese national spirit, which is characterized by diligence, courage and perseverance. Integrating the strength within the Chinese nation is more conducive to building a community with a shared future for mankind. [2]

### 2.2 Establishing a Sense of Community of the Chinese Nation

The state belongs to a historical category, and all ethnic groups jointly created a unified multi-ethnic country. Historically, based on their respective economic and geographical advantages, all ethnic groups carried out trade exchanges. For example, the Ancient Tea Horse Road, a trade road in Southwest China, originated from the ancient trade way of "tea horse exchange" between ethnic minorities and the mainland in the Tang and Song Dynasties. Through the ancient tea horse road, it not only transmitted goods, but also civilization and culture. The economic exchange among all ethnic groups has promoted the formation of the Chinese national community. The current Chinese civilization is the essence of the cultural genes of

all ethnic groups. For universities for nationalities, to establish the consciousness of Chinese national community, students of all nationalities should find a sense of belonging and identity in the campus.

## 3. "CULTURE + INHERITANCE + INNOVATION + QUALITY + EXPANSION" MULTI-DIMENSIONAL JOINT EFFORTS ARE MADE TO CREATE THE EDUCATION MODE OF UNIVERSITIES FOR NATIONALITIES AND CULTIVATE THE CROSS-ETHNIC AND CROSS-CULTURAL STUDENTS' AWARENESS OF NATIONAL COMMUNITY

Ethnic minority students of Sichuan Minzu College are from Tibetan nationality, Yi nationality, Qiang nationality, Bouyei nationality, etc. It is known that ethnic differences are mainly reflected in ethnic cultural differences. Ethnic culture also includes material culture and spiritual culture, which originate from the survival, progress and development of all ethnic groups. The cultures of ethnic minorities are an integral part of Chinese culture. Based on this, it is required to pay special attention to the following two points in the process of cultivating cross-ethnic and cross-cultural students' awareness of national community.

First, it is necessary to focus on ethnic exchanges and integration activities. For example, "culture + inheritance + innovation + quality + expansion" five-dimensional efforts should be made to create the education mode of universities for nationalities. At the same time, it is suggested to enhance the possibility of exchange and integration of ethnic students in universities for nationalities, and make the innovation in continuous development, so as to promote the mutual integration between ethnic minority college students and college students of Han nationality, and the mutual integration between ethnic minority college students.

The specific interpretation is as follows: red culture education + lectures by outstanding artists of all ethnic groups + innovation of small ethnic families carrying out various exchanges around the large ethnic family + cultural skills competition within the whole school to improve students' comprehensive quality + expansion activities from understanding culture to intangible cultural heritage

practice participating in culture. Taking the Tibetan calligraphy of the Tibetan school of Sichuan Minzu College as an example, students have successively learned dozens of fonts such as Wujin, Curen, Baicu and Qiuti through the study of intangible cultural heritage courses. Through Tibetan calligraphy competition, students' learning desires and appreciation and love for Tibetan calligraphy have been enhanced, and more than 100 works have been involved in the evaluation. Through four consecutive Thangka competitions, Sichuan Minzu College has improved students' appreciation of Thangka art and the practical ability of Thangka techniques. Through the practical teaching platform of interest promoting learning, learning promoting the self-confidence and improving self-confidence for development, the national cultural self-confidence of students in universities for nationalities has been enhanced.

It is required to improve students' practical ability through cross-cultural and cross-ethnic students' communication and integration. At the same time, it is important to mainly cultivate students' firm political belief and noble quality, thinking and planning ability for the future, good interpersonal skills, excellent organization and coordination ability in various student activities, free expression ability in various occasions, innovation ability in the process of practical learning and adaptability to different environments.

#### **4. REALIZING "WHOLE-STAFF EDUCATION" WITH THE GUIDANCE OF THE CULTURAL EXCHANGE AND INTEGRATION AMONG COLLEGE STUDENTS OF ALL ETHNIC GROUPS**

Teachers, managers, counselors and other teaching subjects realize "whole-staff education" through various cultural inheritance activities such as symposium on minority students, Tibetan New Year party, ethnography reading sharing and so on.

General Secretary Xi Jinping stressed that it is necessary to insist on the unity of explicit education and implicit education. For the education innovation, it is required to grasp every aspect of teaching, scientific research, management, service and student growth. Professional teachers and counsellors should teach students by personal example as well as verbal instruction. At the same time, by means of cultural exchanges and integration of college students of all nationalities,

"whole-staff education" will be finally achieved. Also, it is necessary to speed up the construction of "all-round" education pattern, and open up the supply side of talent training.

Lv Simian once said, "the nationalities of a country should not be too miscellaneous or too pure. If it is too miscellaneous, it is difficult to unify, and if it is too pure, it is not easy to improve. But the Chinese nation has become a state by combining extremely mixed families." [3] It is under such an idea that the Chinese nation has realized national integration and formed a unified Chinese culture. Based on the cultural identity formed by college students of all nationalities and the idea of "whole-staff education", colleges and universities should shoulder their own mission and responsibility. [4] It is suggested to enhance college students' patriotism, national unity and progress, so as to improve the consciousness of safeguarding the reunification of the motherland and national unity.

#### **5. BUILDING A NORMALIZED PLATFORM FOR EXCHANGES AND INTEGRATION OF UNIVERSITIES FOR NATIONALITIES, EXPLORING THE MODE OF "CLASSROOM + COMMUNITY + PRACTICE", AND CREATING THE SCHOOL-RUNNING CHARACTERISTICS OF UNIVERSITIES FOR NATIONALITIES**

##### **5.1 *Building a Normalized Platform for Exchanges and Integration of Universities for Nationalities: "Class Revolution"***

Strengthening the cultivation of "Chinese national community consciousness" of ethnic minority college students is the action guide for colleges and universities to carry out education. [5] Taking Sichuan Minzu College as an example, relying on the rich, diverse and unique intangible cultural heritage projects in Tibetan Autonomous Prefecture of Garze, the college has added Tangka skills, Tibetan calligraphy, appreciation of Gesar historical records and other courses in the talent training program and curriculum system of Tibetan school, school of fine arts and school of music and dance, so that students can understand and learn different cultures. For example, according to the actual situation of Sichuan Minzu College, in the

course construction, the school of fine arts offers characteristic courses combining Tibetan culture and fine arts, such as "traditional Thangka techniques", "Tibetan pattern design", "a brief history of Tibetan art", "Tibetan costume art", "Tibetan pattern design", "Tibetan tourism product design", etc., The school of music and dance offers courses such as "fundamentals of Kangba folk dance", "introduction to folk music", "singing of Kangba folk songs" and "fundamentals of Kangba folk musical instruments". By building a platform for ethnic culture education, students of Sichuan Minzu College can comprehensively and systematically understand the essence and characteristics of different ethnic cultures.

The "classroom revolution" of a normalized platform for communication and exchange among universities for nationalities also has distinctive characteristics of practical teaching activities of intangible cultural heritage going into the classroom. For example, the school of music and dance invited five teachers, such as Wang Zaxi, the inheritor of "Batang Xianzi", a national and provincial intangible cultural heritage project, Chen Bangwen, the inheritor of "Ganzi tap-tap", Abu, the inheritor of "Degezhuo", and Tuxia Zeren and Tu Dengpucuo, the inheritor of "Zhenda Guozhuang", to teach intangible cultural heritage dance skills, and also invite Zaxi Jiacuo, the inheritor of Tibetan opera, to teach Tibetan opera.

Through the study of national culture and art courses, students of all nationalities can comprehensively and systematically understand the essence and characteristics of different national cultures, which has strengthened the interconnection of national cultures, and created the school-running characteristics of universities for nationalities.

## **5.2 Building a Normalized Platform for Communication and Integration Among Universities for Nationalities: "The Rise of Student Associations"**

As an effective carrier for students to participate in social practice and voluntary service, student associations transform national exchanges into specific, operable and meaningful activities. At the same time, the formation of student associations and the development of activities have also built a bridge for the communication and integration of national culture. The progressive three stages of associations driving interest, interest driving ability and ability driving results have promoted the

communication and integration among college students of all nationalities. For example, the snow lotus herb chorus and nsno dance troupe established by students of the school of music and dance, the Tibetan calligraphy association established by the school of Tibetan studies, the Thangka Art Association established by the school of fine arts (Thangka Art Association won the title of "Sinology Association of national excellent college students"), the Xianzi Guozhuang Association, the law society of the law school, the Xinya volunteer service group, and the culture and art alliance, are cultural and artistic groups established by students according to their interests and hobbies. The members of the association come from students of different nationalities. They exchange culture, learn culture and interpret culture. Through each performance and practice, they cultivate the excellent spirit and quality of unity and friendliness, dedication, love for the motherland and courage to innovate, and imperceptibly affect the external behavior of each student. It is a successful and vivid case for students to deepen national exchanges and integration through a carrier such as association, which is worth popularizing.

## **5.3 Building a Normalized Platform for Communication and Integration Among Universities for Nationalities: "Student Practice"**

Typical examples of students' practical activities in Sichuan Minzu College are as follows:

The school of music and dance held a special concert of Sanggenlobu and Adusecong. Through the display of national music, it not only tested its professional skills, but also spread national culture. At the same time, the school of music and dance also organized students to visit folk song and dance in Maibeng Township, Kangding City, so as to increase the communication of national folk culture.

The law school carried out the service activities of sending college students to the countryside for cultural exchanges and the "three rural" social practice activities. At the same time, it also organized exchange and discussion between students of other colleges and universities in Sichuan and Tibetan-Chinese bilingual students of the law school.

The traditional Chinese painting class of the school of fine arts went to Maibeng township to collect art style and sketch, went to Yunnan for art

practice, went to Cuoa Town, Dege county to carry out the construction of cultural wall, completed the activity of "reading, writing and speaking Kangba", understood the local national culture and exchanged professional skills.

The school of Tibetan studies held a Tibetan calligraphy exhibition. Students showed calligraphy on the spot, held a debate contest on mother tongue, and held a pairing activity of "hand-in-hand friendship and common learning" between Tibetan students and Han students.

The publicity volunteer team of "cultural heritage guardian alliance" carried out the publicity activities of Kangba intangible cultural heritage in Garze Prefecture.

Through the above students' practical activities, a normalized platform for communication and integration of Sichuan Minzu College has been built.

## **6. THE STUDENTS' NATIONAL CULTURAL SELF-CONFIDENCE HAS BEEN GREATLY IMPROVED THROUGH THE CULTURAL EXCHANGE AND INTEGRATION OF COLLEGE STUDENTS OF ALL NATIONALITIES**

Through ethnic communication and integration, the communication and social practice ability of ethnic minority students in the college has been greatly improved. The Thangka Art Association of Sichuan Minzu College won the "Sinology Association of National Excellent College Students" issued by the School Department of the Central Communist Youth League, the Secretariat of the National Student Federation and the Office of the National Youth Work Committee, and highly recognized the nine Thangka works and two Tibetan calligraphy works sent by the Thangka Art Association of Sichuan Minzu College.

In the 4th National College Students' Art Exhibition hosted by the Ministry of Education and Tianjin Municipal People's Government, Sichuan Minzu College won the first prize and excellent creation award for the dance "impression·Thangka". The "impression·Thangka" has novel material selection, exquisite conception and the combination of hardness and softness, which not only shows the characters in Thangka paintings vividly, but also inherits the excellent national traditional culture.

Through holding Guozhuang competition, Tibetan calligraphy competition, Thangka competition, students' national cultural self-confidence can be improved.

## **7. CONCLUSION**

It is required to pay attention to the strengthening of college students' overall view of the Chinese nation. [6] Colleges and universities should gradually adapt to the new changes and new situation of ethnic exchange and integration in the first time, and gradually consolidate more harmonious ethnic relations. Colleges and universities also take ethnic students as the specific objects of exchange and integration, help them form a correct national view, and strengthen the consciousness of unity and friendship. Finally, a harmonious campus can be constructed.

## **AUTHORS' CONTRIBUTIONS**

Jing An is responsible for the writing of the outline and content of the paper, and Caixia Lu is responsible for the collection of paper materials and the revision of the paper.

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