

A Study on the Practice of Ethnic Unity and Progress Education of the Ethnology Museum of Guangxi Minzu University

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Abstract: Education for ethnic unity and progress is a long-term strategy to unite all ethnic groups and countries in harmony and stability. Ethnology museums in colleges and universities are responsible for assisting colleges and universities in cultivating talents, and are also important positions for deepening ethnic unity and progress education. This paper takes the Ethnology Museum of Guangxi Minzu University as the research object to carry out the research on the practice of ethnic unity and progress education. Relying on the rich collection resources and preponderant discipline, through the visit reception, practice class, national culture and other activities, we will improve the education work of national unity and progress. With the theory of national unity as our guiding ideology, the museum combine traditional methods and innovative ideas to create a diversified education mechanism.

1. Introduction

National unity is the guarantee of lasting peace and stability of the country, and national unity education is built on the basis and premise of national unity, is the education of ethnic unity and progress of all ethnic groups, and is an important proposition in the program and policy of the CPC. The Central Committee of the Party of China has repeatedly stressed that: “strengthening the unity of all ethnic groups is an important part of the construction of spiritual civilization”.^[1] The report to the 20th CPC National Congress stressed the need to strengthen and improve the Party's ethnic work and comprehensively promote the cause of ethnic unity and progress. This provides fundamental guidance and direction for forging a strong sense of community of the Chinese nation and focusing on cultivating new people of the era who are worthy of the great responsibility of national rejuvenation.^[2] Therefore, ethnic colleges and universities should be conscious carry out national unity and progress education. The Ethnology Museum of Guangxi Minzu University is located in a universities, it takes the inheritance and protection of the excellent traditional culture of the Chinese nation, promote Chinese virtues, and create a civilized and harmonious campus as its main goals. After years of efforts, it has explored the cause of national unity and progress education

with local characteristics.

2. Deepening the Education of National Unity is an Important Mission of Ethnology Museums in Colleges and Universities

China is a multi-ethnic country. Education for ethnic unity and progress is a long-term strategy to unite all ethnic groups and the country in harmony and stability. The report to the 19th National Congress of the Communist Party of China clearly stated that we should deepen education on national unity and progress, foster a strong sense of community of the Chinese nation, strengthen exchanges, exchanges and integration among all ethnic groups, and encourage all ethnic groups to cling closely together like the seeds of a pomegranate so that they can work together in unity for common prosperity and development. As the cradle of cultivating socialist successors in ethnic minority areas, national unity education for college students is an important task of ideological and political work. So the ethnology museum in colleges and universities should not only popularize national culture and disseminate national knowledge, but also have a sense of sacred mission to deepen ethnic unity and progress education. The Ethnology Museum of Guangxi Minzu University follows the times, takes museum education as the foundation, and integrates the education of ethnic unity and progress into various undertakings of the museum through continuous innovation in contents, methods and approaches.

In 1950, Southwest Minzu University began to set up the Museum of anthropology. Over the years, it has paid attention to the collection of cultural relics and the display of ethnic cultural diversity. It has become a good place to carry forward ethnic traditional culture and gather national centripetal force, so that teachers and students of various ethnic groups can understand the characteristics of different cultural development and find the basis for emotional communication from the comparison of cultural similarities and differences. Strengthen the communication and integration of teachers and students of various nationalities, so as to achieve the purpose of national unity education, become one of the pioneers of ethnic unity and progress education in university museums, and establish a good demonstration role in ethnic unity and progress education for university ethnic museums in the future.^[3] For the future national museums in colleges and universities to establish a good ethnic unity and progress education demonstration role. Since 2004, in order to thoroughly implement the spirit of the Ethnic Work Conference, further strengthen the publicity and education in the “four aspects”, and promote the development of the cause of national unity and progress, National Ethnic Affairs Commission of the People’s Republic of China has begun to select units with outstanding achievements in the work of national unity and progress, and awarded them the title of “Ethnic Unity and Progress Education base”. The base have played an important role in publicizing ethnic policy and theory, popularizing knowledge about ethnic groups, carrying forward the fine tradition of all ethnic groups sharing the same breath, destiny and heart, and guiding the people of all ethnic groups to develop correct views on the motherland, history and nation. So far, more than 11 museums of the ethnic colleges and universities have been recognized with this honor. In December 2016, the Ethnology Museum of Guangxi Minzu University has become the one of the fifth group of units recognized as the “Ethnic Unity and Progress Education base”. It is the first in Guangxi has won the honorary title of the university museums, and it has actively promoted the education work of ethnic unity and progress in the university.

3. Play to the Function of Scientific Education and Take the Initiative to Undertake the Task of Educating National Unity and Progress

The museum has become part of non-formal education processes, by making culture more accessible to the popular classes and exhibiting specific aspects of culture to achieve educational

and didactic purposes.^[4]With the continuous development of higher education, ethnology museums in colleges and universities have become the carrier of local culture complex, and an important institution for scientific teaching of ethnic cultural knowledge, scientific research and teaching, and cultivation of spiritual civilization.The Ethnology Museum of Guangxi Minzu University was established in 2002.It is built on the basis of the original showroom of ethnic cultural relics in the school, with a total area of about 1000 square meters.Since its establishment 21 years ago, the museum has devoted itself to better preserving, inheriting and developing the excellent traditional cultures of all ethnic groups in the service of teaching and scientific research.Relying on the strong resources of ethnology and collective power, the collection has expanded from 100 pieces at the beginning to more than 1,000 pieces at present, covering the daily necessities produced by 12 ethnic groups relics in Guangxi.The museum is equipped with exhibition areas of historical relics, exhibition areas of Guangxi ethnic groups, exhibition areas of bamboo carving records and Southeast Asian countries exhibition area.Such display mode is in line with the school-running characteristics of “national” “regional”and “international” of Guangxi Minzu University ,and reflects the unique display window of ethnic culture of the university.Through visiting the exhibition area, visitors can learn about the long history and culture of Guangxi, the rich and colorful local customs, as well as the ethnic knowledge of neighboring South and Southeast Asian countries.

Over the years, relying on its collection resources, the ethnology museum has actively built an education platform for cultural confidence. It has not only built an education base for cultivating and practicing socialist core values, but also fulfilled the glorious mission of ethnic unity and progress education for all teachers and students.The museum also routinely launches the first class activity in each academic year to popularize ethnic culture for new students, help them quickly get to know Guangxi and its surrounding environment, and better integrate into college life.At the same time, it is also an important teaching practice place for teachers and students majoring in ethnology, history and history of science and technology, which is a characteristic teaching service in the museum.Teachers can take the course of the museum, tailor the teaching method to each individual's unique situation.Through explaining exhibits, physical experience, simulation operation, etc, the course structure has a sense of hierarchy, and the course content is more abundant.Meanwhile, in the learning environment, it is beneficial to stimulate students to study on one's own initiative in the teaching process, to perform better than the general class of knowledge learning, and can let students to be unconsciously influenced feeling the great civilization of the Chinese nation, to deepen the school national unity education, enhance the cultural self-confidence .

4. Practicing Ways of Ethnic Unity and Progress Education in the Ethnology Museum of Guangxi Minzu University

The Ethnology Museum of Guangxi Minzu University is relying on the rich collection of cultural relics and perfect college students volunteer service team, insist on playing educational functions as the guidance, in a wide variety, content rich activities as the carrier, combined with classroom education and extracurricular practice, the combination model between inside and outside school ,open practice teaching classroom,organize national cultural activities,and develop cultural and creative products.Spreading national knowledge and increasing mutual understanding,we will carry out education on ethnic unity and progress to the end.“It takes ten years to grow trees, but a hundred years to cultivate people”. The museum compares the education of ethnic unity and progress to the process of “cultivating people”, and compares the establishment of “Xiangsi Bean” volunteer service team to the seed of “sowing”, aiming to discover and train the builders and successors of socialism tomorrow.The classroom practice of ethnic culture is compared to “planting

trees”, and the brand image of the museum's education work of ethnic unity and progress is to spread ethnic culture, cultivate and practice socialist core values. The theme activities of ethnic culture are compared to “watering”, which means that while “planting trees”. They will further deepen education for ethnic unity and progress through “watering” and hard cultivation.

4.1 Consolidating the Collection Reserve, Transforming the Display and Museum Scenery, Accumulating Material Resources for Education of National Unity and Progress

The collection is premise of museum survival, and it is an important teaching resource to carry out education activities. An object on display had relationships not only with other items and with its collectors and curators but also with its audiences.^[5] Each piece of collection may be an encyclopedia, containing a period of history and culture of a nation. Through the display and interpretation of the collection, visitors can quickly understand the exhibits in front of them and the national culture behind them, and even have admiration for the wisdom of the people of this nation. The Ethnology Museum of Guangxi Minzu University was planned and rebuilt in 2012. After moving to the new site, add more than 100 square meters of intangible cultural heritage corridor, and more than 500 items of famous and excellent local characteristics of Guangxi ethnic groups have been added successively, including ethnic textiles, ceramics, traditional creative folk crafts and so on. At the beginning of 2017, Mr. Liang Hanchang, a folk photographer from Guangxi Academy of Culture and Art, was invited to shoot a series of images of Guangxi's intangible cultural heritage to create the Guangxi ethnic culture photography gallery. Bookshelves are set up in the museum to display the works of teachers who study the ethnic groups of southern China and Southeast Asia, so that visitors can refer to them. In September 2018, teachers of the ethnology museum moved the “Memorial Forest” stone monument in the school to the Gelao exhibition area. This stone monument is to recognize and commend the outstanding achievements of Gong Yonghui in the school for the Lai people ethnic identification work, enrich the content of the exhibition area of Gelao. The visitors can have a deeper understanding of the development history of Gelao in Guangxi and the relevant ethnic policy content.

4.2 Recruit students as Volunteer Docent, Strengthen the Concept of "Educating People", and Cultivate the Vanguard of Education for National Unity and Progress

At the beginning of 2015, the museum set up “Xiangsi Bean” volunteer service team, recruited undergraduates majoring in ethnology, history and other majors to do part-time voluntary docent. In order to cultivate these “seeds”, Therefore, the training content and objectives are formulated. On the one hand, they analysed and optimized the explanatory words with “ethnic unity and progress education” as the theme, regularly invite senior museum docents from the autonomous region to do special training on explaining skills training. On the other hand, attached importance to educational content, teachers according to the museum exhibits profile information, history and culture of Guangxi, the development history and cultural connotation of each ethnic group, guided voluntary docent to correctly view ethnic issues. A correct understanding of the relationship is between ethnic and state, ethnic to ethnic. All members adhere to the guidance of the Party's ethnic theory and policy in the new era, deepen the understanding of “Three Inseparable”, attach importance to the education of “Four Views” of Marxist view of the motherland, ethnic view, religious view and cultural view. All staff should study “Five Identities” important theories, strengthening the Consciousness of the Chinese National Community, and firmly grasp the theme of ethnic work in the new era and the essential characteristics of ethnic relations featuring “equality, unity, mutual assistance and harmony”. Through the three steps of “One Recruit” (Recruitment), “Two Training” (Pre-job Training) and “Three Lectures” (Explanation and Trial), The college student

volunteers are trained to be pioneers in the educational cause of national unity and progress. Every year, they play an important role in Guangxi Minzu University freshmen entrance education and reception of minority backbone training courses in Guangxi's various organs and institutions. In September 2018, in order to cooperate with the school "Three-wide Education" demonstration training project construction, we need to make the whole people to participate in an "Xiangsi bean" volunteer service brand. The brand emphasizes the concept of "cultivating people", attracted different grade students (including undergraduate, master's graduate students and doctoral students), primary and middle school students to join the volunteer team, actively recommend skilled volunteer docents to participate in the internal construction, so as to improve personal quality.

4.3 Setting up Practical Education Classes, Combining Professional Theories, and Focusing on Ethnic Unity and Progress Education

Educating people is an important function of museum, and the teaching of ethnic culture practice of museum is one of the ways to play its educational function. It needs to be rooted in collection resources and human resources, and finally achieve the purpose of spreading national culture, cultivating and practicing socialist core values. "Tree planting" is used as an image metaphor. In December 2017, the Ministry of Education issued "the ideological and political work quality improvement project outline". It is clearly pointed out that it is necessary to integrate educational resources, comprehensively utilize the educational functions of natural resources, red resources, cultural resources, sports resources, scientific and technological resources, national defense resources, and enterprise and public institution resources both inside and outside the school. It should support the creation of a "Three-wide Education" community in the local area, forming a collaborative educational mechanism that organically combines school, family, and social education. The museum adopts the methods of combining classroom education and extracurricular practice, and collaborative education within and outside the school, set up practical teaching classroom, and timely follow up the practical education effect test. It has become one of the characteristics of ethnic unity and progress education of the museum.

At present, the museum is a place for undergraduate students to carry out participatory practical teaching of general courses such as "Ethnic Theory and Policy", "Ethnic Law" and "Cultural Geography". In addition to the daily visit and reception, the volunteers will undertake the teaching preparation for the practical class and assist the smooth development of the teaching activities. Practical classes are not only for domestic students, but also for international students and outside primary and secondary school groups. Specially produced Chinese culture practice class for international students in the School to introduce China's excellent ethnic traditional culture to international students, tell national issues, and consciously guide students to have a correct understanding of inter-race, inter-ethnic and inter-state relations. The museum also joint of the affiliated high school of Chongzuo Ethnic Normal College, Nanning Foreign Language Middle School, Chaoyang Road Primary School, developing school-based curriculum in elementary school "Broad View Chinese Culture" series of China traditional culture lectures. Inviting teachers from the anthropology, history and other professional, and carry collection to teach in primary and secondary school, to promote ethnic unity and progress education to further community.

4.4 Hold Ethnic Cultural Activities, Keep Pace With the Times, Deepen Education on National Unity and Progress

With the development and progress of society, ethnic cultures have been endowed with new forms and connotations, and ethnic culture education needs innovative service models, so the museum integrates internal and external resources, and carries out the education work of ethnic

unity and progress in multiple channels, at various levels and in various forms, that is, to let the “planted tree” grow up strongly after “watering”.According to the characteristics of college students, we will carry out activities that everyone likes to see and build a platform that everyone is willing to participate in.In recent years, the teachers and students of the museum have joined hands to hold cultural activities with ethnic characteristics, such as Jing photography exhibition,looking for old crafts contest,winter solstice carnival,Guangxi intangible cultural heritage famous products exhibition.In 2016, the ethnology museum established a group of ethnic culture and art performances. Teachers and students went out of the school and joined hands to perform ethnic costume shows on “Ethnic Culture Week”in Nanning Folk Song Lake.In 2017, during the month of education activities for ethnic unity and progress of the university, we organized the national unity as one family,national unity knowledge competition and other activities together with the Student Affairs Department and the College of Ethnology and Sociology of the University.From 2017 to 2020, the museum has participated in activities with the themes of “Cultural and Natural Heritage Day” and “Science Popularization Week of Guangxi Autonomous Region”, using cultural relics exhibitions, song and dance performances, and graphic exhibitions on WeChat platform to spread ethnic culture to the general public, publicize ethnic theories and policies, and expand the beneficiary groups of ethnic unity and progress education.

5. The Deficiencies of the Ethnic Unity and Progress Education Work in the Museum

5.1 The Function of Collaborative Education is Insufficient

Collaborative education is an important way to play the educational function of the museum. At present, the Ethnology Museum of Guangxi Minzu University only has one full-time administrator and one part-time middle-level leading cadre for the museum, responsible for collection, visit reception, security and organization of various activities. There are no specific departments, and the number of management personnel is small. In the work of carrying out ethnic unity and progress education, this shortcoming is very prominent, the staff of the museum need to contact the relevant departments or units and enterprises inside and outside the school, things are trivial, the operation efficiency of the collaborative education function is low, it is difficult to reflect the effect of multi-department collaborative education.

5.2 Lack of Human Resources and Special Funds

With the increasing number of visitors year by year, and the relatively young team of “Xiangsi Bean” volunteer service team formed, in addition to assisting work during specific activities, the power available for collection purchase, display, exhibition area renovation, cultural relics protection and other operations is very limited. In addition, without special funds, the cost of activities is increasing day by day, and the problems such as insufficient human resources and insufficient use of funds will become increasingly prominent.

5.3 Teaching Resources Need to be Further Developed

The teaching content of the practice course in the museum is mainly based on the relevant professional course materials and museum resources.The off-campus curriculum is the content of national culture popularization jointly developed by museums and primary and secondary schools.In the long run, the deep development of these two forms of practical classroom teaching resources is insufficient, and the requirements for hardware and software equipment are relatively high. The former requires increasing the collection and updating the adapted scenes in the museum;

The latter should focus on considering the characteristics of the crowd in the course of teaching, and should combine social hot spots and public interest points, requiring not only the development of courses related to national culture, but also study ethnic theories and policies, so as to ensure the quality of teaching and reflect the teaching effect. It's a huge challenge.

5.4 The Pace of Innovation in Education Needs to Accelerate

In the age of information explosion, museum teaching resources should be developed by means of information. There are many kinds of education forms in society. In recent years, the demand of primary and secondary school students is also increasing. If the museum repeatedly carries out practical classes and national culture theme activities all year round, the participants will feel tired, so it is particularly important to accelerate the innovation of education forms. At present, it is far from enough to increase the news propaganda content of the ethnic unity and progress education of the museum on the school website and public WeChat platform. If we add new media learning channels such as WeChat, TikTok and MicroBlog, open online content such as MOOCs, learning competitions, interesting national culture videos and other online education content, conduct offline practical activities, and advance both online and offline, a better education effect will be achieved.

6. Thoughts and Suggestions on Ethnic Unity and Progress Education

The representative of caring education theory, Neil Noddings once pointed out that “We need to give up the notion of a single ideal of the educated person and replace it with a multiplicity of models designed to accommodate the multiple capacities and interests of students”.^[6] Ethnic unity and progress education in the ethnology museum of university should keep pace with the times, adopt scientific measures, and implement the integration education of teachers and students.

However, there are still some problems worth thinking about in the education practice of ethnic unity and progress. Exploring curriculum resources with collections is the basis of enriching the practical teaching of ethnic unity and progress education. The participatory teaching activities, immersive teaching scenes and lifelike physical display in the “Three-wide Education” more points to the interest of teaching, which makes it easier to obtain a good education effect. But, the practical education activities are different from the traditional classes, forcing the hardware and software equipment in the education to be updated accordingly. For example, we should update our collections and e-learning equipment frequently. The knowledge points taught by teachers need to be constantly updated. This change requires teachers not only to develop the curriculum related to national culture, but also to integrate the contents of national theories and policies. Different teaching contents and methods are adopted for participants of different school ages or professional backgrounds. Obviously, the teacher's own comprehensive quality requirements are high, not only to understand the knowledge, but also to have the ability to operate and have the ability to be flexible. Therefore, to carry out the education of ethnic unity and progress requires the educators to study continuously throughout their lives.

6.1 Teachers Should Play a Leading Role and Pay Attention to Self-improvement

Teachers should constantly improve their professional skills, especially information literacy. Information literacy under the new information technology, information environment and information capability should not only help people find information, but expand the scope of information literacy and cultivate users' ability to distinguish, properly manage and use information. In today's digital world anyone can find something; Information literacy is helping them be discerning, to manage information overload and use information (and technology)

appropriately.^[7]Teachers use information methods to optimize ethnic unity and progress education and play a leading role in class,actively guides students to enhance the connection with everyone's study and life in reality, so as to achieve the organic integration of the museum's ethnic unity and progress education classroom and daily education ,promote students to achieve learning goals in fun.

6.2 Ethnic Unity and Progress Should be Combined with The Times and Blaze a Trail of Innovation

The effective education of national unity is a dynamic and sustainable development process, which requires the selection of appropriate resources, the establishment of clear goals, the unification of theoretical education of national unity with practice.Museums as mere repositories for cultural artefacts have long disappeared giving their place to museums as active institutions that prioritize engagement with a diverse range of communities.^[8]So it should not be limited to traditional methods of museum education.We need to constantly explore diversified educational mechanisms and focus on the arrangement and combination of diversified educational resources to enrich the knowledge structure of students personality development.The education of ethnic unity and progress in the Ethnology Museum of Guangxi Minzu University adheres to educating people as the foundation, taking full advantage of resources of the school.In combination with the demands of ideological and political work in universities in the new era, the museum pays attention to theoretical learning and practical activities, and forms a good education effect through building a bridge inside and outside the class, inside and outside the school.

7. Conclusions

Ethnic unity and progress education can not only stay in the level of theoretical knowledge, but also should be implemented in educational practice. With a strong sense of mission and responsibility, the Ethnology Museum of Guangxi Minzu University has formulated a unique education framework for national unity and progress, effectively integrated the creation of ethnic unity and progress into daily work, and carried out multiple measures to deepen the awareness of ethnic unity and progress in practice, improve teaching quality and promote the realization of talent training goals. We will continue to strengthen the exchanges and integration of teachers and students of all ethnic groups, and enhance the cohesion of teachers and students, forging a strong sense of community of the Chinese nation.

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