

Study on the Minority Nationalities' Excellent Traditional Culture Education and the Integration of Geographical Resources in Minority Regions

-A Case Study of Sichuan Minzu College

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Abstract. Ganzi Tibetan Autonomous Prefecture has a wide range of unique intangible cultural heritages. It excavated over 400 intangible cultural heritage items and became one of the regions with the highest number of national and provincial intangible cultural heritage projects. How to protect these cultural relics is not only the goal of the reform of the government's cultural system, but also a social hotspot that universities are concerned about. There are many ways to inherit the intangible cultural heritage, but the most important way is to spread it through education, use the school as a carrier, students as envoys, and carry forward the essence of culture. Therefore, the necessity of setting up intangible cultural heritage courses in colleges and universities is self-evident.

Introduction

There are many ways to inherit the intangible cultural heritage, but the most important way is to spread it through education, use the school as a carrier, students as envoys, and carry forward the cultural essence. Therefore, the necessity of setting up intangible cultural heritage courses in colleges and universities is self-evident. For example, Chongqing Arts and Sciences College opened the course "Personal Arts Research and Examination" at the Academy of Fine Arts in 2006 with the purpose of protecting intangible cultural heritage. The original intention of setting up this course is to bring the content of the intangible cultural heritage into the teaching materials, into the classroom, and into the life of the students. The role of education is to enable the intangible cultural heritage to flow and be passed on. Most of China's intangible cultural heritage knowledge is attached to ethnic minorities, so the opening of non-material cultural heritage courses in colleges and universities in ethnic areas is more practical for inheriting the traditional culture of local ethnic minorities. Scholar Sun Fan's "About opening a representative of Chinese oral and intangible cultural heritage" The "Course Suggestions" article presents a refreshing educational philosophy that is "dilute standard knowledge and use local knowledge."

Inheritance of Intangible Cultural Heritage Education Originated from Geographical Resources in Ethnic Regions

Article 2 of the "Intangible Cultural Heritage Act" of China stipulates that intangible cultural heritage refers to various forms of traditional cultural expressions that have been passed down from generation to generation by people of all nationalities and are considered as part of their cultural heritage, as well as physical objects related to traditional cultural expressions. And places. □ 1 □

The generation of intangible cultural heritage is constrained by both social factors and natural factors. Geographic factors are indispensable for natural factors. Therefore, the inheritance education of intangible cultural heritage is closely related to geographical resources in ethnic areas. Ganzi Tibetan Autonomous Prefecture is the hometown of Kangding Love Songs, the birthplace of Khampa culture, the hometown of King Gesar, the core area of Shangri-La, the center of Jiarong Culture, and the main line of the ancient Tea Horse Road. It is rich in variety, variety and

uniqueness. Intangible Cultural Heritage. After several years of hard work since 2005, a total of more than 400 non-material cultural heritage projects have been excavated and become one of the most national and provincial intangible cultural heritage projects. □ 2 □ More representative example: 1. Axi earth pottery firing techniques, “Axi Tutao” is produced in Axi Village, Chitu Township, Daocheng County, and is a traditional Tibetan earthenware handicraft, also known as “Black Tibetan Pottery”. Its name is black after firing. 2. The Dege Tibetan grammar, the Dege Tibetan grammar, and the Tibetan idiom known as “straightness,” are independent calligraphy styles developed on the basis of the Wei-Tibet Calligraphy and were formed in the early days of the De Ge toast system. It has a history of more than 700 years. 3. Xinlongguozhuang, Xinlongguozhuang is a folk dance that is popular in Xinlong County, Ganzi Prefecture. Xinlongguozhuang has a long history and can at least be traced back to the Southern and Northern Dynasties of China. It has been about 1,500 years old. 4. Tibetan opera, Tibetan opera is a pan-Tibetan name, Tibetan Tibetan name is "Aguilar", which means "fairy sister." It is rumored that the earliest Tibetan operas were performed by the Seven Sisters. The contents of the operas were mostly mythological stories in the Buddhist scriptures. Tibetan opera originated from the religious art of the Tibetans in the 8th century. 5. Batang Xianzi, the Tibetan word in Batang Xianzi is called “harmony”. It is the meaning of song and dance. It is called “wittyness” and means a circle dance. It has a history of more than a thousand years. In May 2000, the State Ministry of Culture officially named Batang County the “hometown of Chinese folk art (strings).” 3 These ethnic heritages are closely linked to the geographical environment. The Sichuan University for Nationalities is located in ethnic areas and its surroundings are rich. Colorful non-material cultures and intangible cultural education can be sourced locally and have strong operability.

With the help of the education environment, intangible cultural heritage has its roots for development. For human geography, Prof. Wang Enyong believes that it is to explore the interrelationship between humanities and the geographical environment. It is to start studying humanities activities from the geographical space. Professor Zhang Wenkui believes that the humanities phenomenon is spatial, so the geographical environment can predict the changes of humanistic phenomena. From the above perspectives, it can be seen that the humanities and the geographical environment complement each other. Instead of being a typical representative of the humanities, the tangible cultural heritage is inextricably linked to the geographical environment. According to the viewpoint of human geography, the intangible cultural heritage inheritance education leads to geographical resources in ethnic regions.

The most important feature of intangible cultural heritage is regionality. Regionally, people in the region have a much higher degree of attention to the local intangible cultural heritage. The local population, out of their love for their hometown, conducts intangible cultural heritage education in the local area. The study should be easy. Learners can eliminate speech problems and understand obstacles in their learning process, and their acceptance in the mind is much higher. The fundamental unfavorable factor in the protection of intangible cultural heritage is poor publicity, and the public’s sense of protection is weak. Due to lack of publicity, many of the college students are not familiar with the concept of "intangible cultural heritage" or even heard of it at all. Because of the lack of publicity, people often ignore the intangible cultural heritage and lack protection. Intangible cultural heritage initiative and consciousness.

Therefore, the integration of non-material cultural heritage and basic curriculum in colleges and universities in ethnic areas will allow every student in the ethnic areas to understand intangible cultural heritage in the classroom, learn how to protect non-material culture, and inherit the non-material culture. According to the "12th Five-Year" development plan of the Sichuan University for Nationalities, the 2011-2015 college will focus on improving the conditions for running a school within five years. It should be said that the establishment of the "Intangible Cultural Heritage Protection" curriculum should have the human, financial, and material needs. According to the “Twelfth Five-Year Plan” development plan of the college: The college adheres to the theory of socialism with Chinese characteristics, adheres to the scientific concept of development, fully implements the party’s education policy, and follows the Outline of the National

Medium and Long-Term Education Reform and Development Plan (2010-2020). "Combining the needs of socio-economic development in Sichuan's ethnic minority areas, starting from the actual conditions of the college and centering on teaching, we adhere to the development strategy of "integrating promotion and highlighting features" and build the college into a local, ethnic, and ethnically-administered college with standardized management, social trust, and distinctive characteristics. Following the law of higher education development and grasping the pulse of the times in socio-economic development and the development of higher education in the ethnic minority areas in Sichuan according to the characteristics of the college, we must base ourselves on the reality, and we must focus on the long-term, overcome short-term successes, and focus on the forward-looking nature of planning. Although the curriculum for the protection of intangible cultural heritage is still a secular profession, the bid for characteristic education in accordance with the characteristics of ethnic regions is a forward-looking idea of running a school. In accordance with the characteristics of "many varieties and small batches" of talents in ethnic minority areas, the main focus is on undergraduate education, and it is necessary to continue to handle some of the specialties required for socio-economic development in ethnic regions. College Discipline Positioning: Focusing on the humanities and social sciences, coordinated development of multi-disciplines. The inheritors of the protection of intangible cultural heritage should belong to scarce talents and applied talents in ethnic areas and belong to the college's training objectives.

Inheritance of Intangible Cultural Heritage Education and Educational Ecology

Incorporating intangible cultural heritage into the education system can ensure that the inheritance of the intangible cultural heritage is both spatial and temporal, and that the knowledge of intangible cultural heritage can be extended to a broader range through formal full-time university education. The ecological laws of education refer to the basic laws of the nature and the inevitable connection between education and the external ecological environment and the internal links and levels of education from the perspective of ecology. The most basic principles of educational ecology include the limitation factor of fixed-drainage and the principle of educational niche. Its basic idea is:

When the energy flow is lower than the basic needs in education ecology, it will hinder the quality of education. If we want to improve the quality of education, we must improve the information reserves in the education process accordingly. Sichuan Nationalities University takes professional basic courses, public courses, practical courses and characteristic specialty courses as a platform to strengthen the construction of teaching teams, promote team reforms, and create excellent courses. Further strengthen the application, construction and management of undergraduate teaching projects, and strive to promote the connotation of undergraduate teaching. Strengthen the construction of characteristic specialties, strive to create three competitive and distinctive advantages, continue to strengthen the investment and management of undergraduate teaching quality projects under construction, and also build the professional curriculum system for undergraduate education quality and special advantage. In terms of the exploration and practice of personnel training models, a series of education and teaching reform projects with distinctive characteristics and significant results have been introduced. The "Intangible cultural heritage protection" specialty is characterized by distinctive characteristics as advocated by the college and has a national connotation. It is suitable for setting up ethnic regions. The College Advantage professional. The 6 kinds of intangible cultural heritage resources of Ganzi and Gansu states express the deep cultural heritage of Tibetan ethnic groups. They are the card of the Tibetan nation, proclaiming the once splendid civilization, embodying Tibetan lifestyles, moral values, and being close to the masses. Witnesses of national progress and development. Therefore, strengthening the protection of intangible cultural heritage in Ganzi Prefecture and even the entire Tibetan region is an unshirkable responsibility for the protection of the interests of the nation.

Therefore, strengthening information supply in universities and colleges in ethnic areas and introducing various types of knowledge courses in various elements are in line with educational ecology theory.

A flowerpot effect can be produced from books to books, because tall trees cannot be planted in

pots, and only low-bonsai plants can be grown in pots. Flowerpots belong to the artificial ecological environment. Flowerpots are local ecological environments. Colleges and universities must educate them. Eco-environmental scale, enhance student group survival ability.

By 2015, the total number of full-time teachers in Sichuan University for Nationalities reached 406, including 30 professors and 158 associate professors. The number of graduates with postgraduate education has increased to 165. About 80 academic leaders and academic cadres are assessed by the college. The teachers who fully set up the protection course for "intangible cultural heritage" are fully satisfied. □ 7□

Our institute can introduce or impart knowledge of the protection of intangible cultural heritage through the introduction of public courses or elective courses, or set up optional courses such as Tibetan opera and Guozhuang. For the transportation of intangible cultural heritage protection professionals in Tibetan areas. It is also possible to jointly establish a seminar on non-material cultural heritage protection or a short-term non-degree education training course with the social forces. For example, the Italian government and local educational institutions will set up special training courses and training workshops for young artists to hold Sicilian events. Festival and awards.

From Gansu Prefecture's cultural system reform objectives and reform direction, we can see that the protection of intangible cultural heritage should be an important goal during the 12th Five-Year Plan period in Ganzi Prefecture. Therefore, our college has set up special courses to protect intangible cultural heritage and strengthen the cooperation between the hospital and the region. At present, Ganzi Prefecture, where Sichuan Institute of Nationalities is located, many precious intangible cultural heritage inheritors are old and face no one after another. The unique skills they master may be lost. For example, the "Tibetan calendar" is a kind of inherited millennium. "Astronomic calendar", which is a unique calendar formed on the basis of astrological studies in conjunction with the astrology of the Tang Dynasty and the integration of the calendar algorithms of India, Nepal, and Persia. Eight people still hold the calculation of this calendar. The ages are all in the seventies and eighty years. The youngest people are all over forty years old. Once this person dies, such a unique astronomical calendar will face the crisis of losing. The particularity of this cultural inheritance determines the importance of cultural heritage. How to carry on the traditional culture In addition to the government's necessary funding, colleges and universities should be considered a more appropriate place for traditional culture to flourish. The inheritance of intangible cultural heritage focuses on the protection of inheritors. However, due to various reasons and conditions, the cultural heritage of some excellent ethnic minorities in our country is currently facing the risk that many ethnic minorities' cultural heritages will continue to disappear without succession. The number of inheritors of some non-material cultural heritage is increasingly scarce, and many young people have little interest in non-material cultures. They prefer to go to work in the city rather than study. For example, learning Tibetan drama, many young people are The lack of interest, coupled with limited income, is even more indifferent. Such a situation will certainly make it impossible for the inheritance of some intangible cultural heritage to continue.

Conclusion

Ecology is the discipline that studies the relationship between biology and its environment. Of course, first of all, it is necessary to find out what is the ecological environment of education. The ecological environment of education is a multi-environmental system centered on education, which plays a role in restricting and regulating education's emergence, existence, and development. Sichuan Nationalities University, as a university in ethnic areas, studies national culture from the perspective of educational ecology and has unique geographical resources. The inheritance of cultural heritage should be one of its educational goals. Non-material culture is a medium that evokes national self-esteem and self-confidence. Non-material culture Heritage protection is an important means for the continuation of the national spirit and ethnic heritage. Therefore, our institute has the conditions to be able to integrate the geographical resources of the ethnic minority areas to complete the education of inheritance of intangible cultural heritage.

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