

Study on Application for Ethnic Culture and Education Resources Based on Education Alleviation

-- Take Yi Ethnic Culture as an Example

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Abstract

Education alleviation is one of vital measures for poverty alleviation in minority areas. Herein, based on problems existing in Education alleviation process for normal universities and their causes, we have taken Yi culture as an example and attempted to explore the effective integration approach for national culture education and normal education, with hope for improving the inheritance and development of national culture and students' awareness, revitalizing the national minority area education and contributing to the education fair.

Keywords

Education alleviation; Ethnic culture education; Normal education.

1. Introduction

In 2015, the Department of Education of Sichuan province issued "Guiding Opinions on Giving Full play to the Advantages of Colleges and Universities in Carrying out Targeted Poverty Alleviation", requiring public institutions of higher learning in Sichuan to fully participate in targeted poverty alleviation poverty-stricken counties targeted assisted. In January 2016, representatives from 54 universities, including Peking University, Tsinghua University, Renmin University of China and Beijing Normal University, gathered in Beijing to discuss Education Alleviation. They announced the "Proposal for Universities participating in Poverty Alleviation" and proposed to motivate more universities and social forces to get deeply involved in poverty alleviation. In December 2016, six departments including the Ministry of Education issued the "13th Five-Year Plan for Education Alleviation" and advocated the special teacher program implementation for talents support programme in remote and poverty-stricken areas, border ethnic minority areas and old revolutionary base areas, and simultaneously proposed selection for 30,000 volunteer teachers towards the three regions annually. Subsequently, the problem of Education Alleviation in the deeply impoverished minority areas has become the focus for majority scholars. Since 2018, the provincial Department of Education has set up a task of pairing Education Alleviation for normal colleges and universities, requiring them to send a certain number of normal college students to poverty alleviation and teaching in ethnic minority areas every year. However, normal students have known little about ethnic minority culture, lack of national identity, and reluctant to take up post teaching or work in ethnic minority areas, which makes it difficult to select students for poverty alleviation teaching in normal universities. Herein, based on the problems existing in the intention of poverty alleviation and knowledge structure of current normal university students, we explores the application of ethnic educational resources in normal education.

2. Connotation and Significance of Alleviation Education

Education alleviation, an important manifestation and measure for poverty alleviation, can guide and promote people to get rid of poverty in minority areas [1]. Education alleviation mainly includes two aspects: First, alleviation materially and spiritually could facilitate poor school-age children to receive education in poor areas and endow them the opportunity for enjoying high-quality modern education; Second, alleviation through rural vocational training, labor force training and agricultural knowledge lecturing, can present farmers modern technology, and improve their skills for shaking off poverty and achieving prosperous, and thus improve the quality of life [2]. Education alleviation in this paper mainly refers to the first aspect, which regards education as a method of poverty alleviation, so that children in ethnic minority areas can receive good education and more excellent talents will be cultivated for our society in the process of assisting poor families to get rid of poverty and achieving rich. Ethnic areas are the main battlefield of poverty alleviation, while Education Alleviation is an significant measure to solve the problem of poverty alleviation. Due to the weak teacher resources and strength in ethnic minority areas, education departments at various levels have attached great importance to the teaching plan in national regions and assigned Education Alleviation task to normal colleges and universities. Two measurements of the task, including appointing normal interns to be a teacher and training excellent students at public expenses committed to basic education, target to relieve the problem of the teachers shortage in ethnic minority areas, and sequentially contribute to the revitalization of ethnic areas education and the promotion for education fairness .

3. Difficulties in Normal Universities for Implementating Education Alleviation

3.1. Normal Students' Weak Intention for Education Alleviation

Intention refers to people's subjective thoughts and desires and thoughts are the forerunner of action. Accordingly, the key to the well-off implementation of Education Alleviation in normal universities lay on strengthening the will of normal students for Education Alleviation and stimulating them to take the initiative in the educational cause of minority areas. However, normal students mainly need to learn pedagogy, psychology, subject knowledge and teaching skills in school, and few courses or practical activities involve knowledge related to ethnic culture. Consequently, normal students had a low cognitive level of ethnic culture and were reluctant to get involved in ethnic areas. The weak intention for Education Alleviation caused the difficult selection of the students for supporting teaching in the post in normal universities. Taking Yi culture as an example, the author conducted a survey on the willingness of Education Alleviation among 80 education interns who were appointed to Liangshan Yi ethnic area in Sichuan. Nearly 75% of the normal students had only a vague concept and cognition of Yi ethnic. Most of these students said that they were personally reluctant to practice or teach in ethnic areas, and had to choose to volunteer teaching in Yi ethnic areas in order to complete the internship or other reasons. Only 15% of 12 Han ethnic students, most of which are student cadres or members of Communist Party of China, volunteered to participate Education Alleviation in ethnic minority areas, and expressed their willingness to contribute to Education Alleviation. The remaining 10% are Yi Ethnic Students who volunteered to participate in the Education Alleviation and teaching practice, hoping to bring what they learned in college back to their hometown. Hence, it can be drawn that most normal students with weak willingness to Education Alleviation are reluctant to practice or teach in ethnic minority areas due to regional and ethnic cultural differences and other factors.

3.2. Requirement over Improvement of Ethnic Teacher Quality for Normal Students

The education-alleviation students selected by normal universities are prospective teachers who will step into the teaching profession and become guides for students in minority areas to acquire knowledge. Imputing deeply rooted local ethnic culture and folk customs, teachers for basic education in minority areas ought to qualify certain ethnic culture knowledge if they want to get into gear quickly and efficiently. Thus, On the one hand, we can effectively communicate with students and understand their real needs in the process of imparting knowledge; On the other hand, basic education schools in ethnic areas more or less offer ethnic culture school-based courses. Teachers equipped with certain ethnic culture knowledge through integrating ethnic culture resources into classes and school activities, can better integrate into the schools for Education Alleviation. Based on this, the author conducted a questionnaire survey on 80 education interns who were appointed to Liangshan Yi ethnic area in Sichuan province, focusing on the cognition level and identity over Yi cultural. According to the survey, 84% of 67 prospective teachers knew little about Yi culture and 5 prospective teachers understood Yi culture a certain such as Bimo culture but did not deeply learn specific cultural classification and folk customs, while the remaining 8 Yi students had a good understanding of their own ethnic culture and a strong sense of ethnic identity, and basically equipped with the qualities of teachers for basic education in ethnic areas. Therefore, the most have a low level of awareness of ethnic culture among the education-alleviation students and the quality of teachers teaching in ethnic areas needs to be improved.

4. Research on the Application of Ethnic Cultural Educational Resources in Normal Education

Ethnic culture educational resources refer to all the factors that can be used to develop school-based curriculum and educational activities in normal universities. Xiaozhen Wang claimed that we should not ignore these fresh cultural resources in the so vivid and colorful Ethnic culture. If we only focus on professional skills training, it will not be good for students to serve the society in the future [3]. From the perspective of colleges and universities, the following focus is to discuss the application of ethnic culture education resources in normal education, so as to improve the teaching ability of normal students in ethnic minority areas.

4.1. Reasonable Curriculum of Ethnic Culture Education

The variety and diversity of ethnic cultures possess profound cultural heritage, containing precious educational resources as well as the source of ethnic cultural identity and ethnic emotion of the local people [4]. On the one hand, normal universities could offer elective courses reflecting ethnic culture, such as ethnic folk literature, ethnic etiquette culture, ethnic costume culture and ethnic music and dance, so that students can enjoy the charm of Yi culture in classes and deepen their cognition and understanding of ethnic culture. On the other hand, normal universities could carry out training courses reflecting ethnic culture and customs in the pre-job training for education-alleviation students. For example, targeted training courses on Yi characteristic culture and folk customs are offered to normal students who are committed to Education Alleviation in Yi ethnic areas, so as to deepen their understanding of Yi culture. In the teaching design and teaching skills training, the case teaching method could be employed to instruct students how to apply the elements of Yi culture such as literature, mathematics and art to the teaching of basic education, so as to enrich classroom teaching and stimulate students' interest in learning, and ultimately, to improve the teachers' quality of teaching in the Yi region.

4.2. Expansion of Educational and Teaching Activities on Ethnic Culture

Normal colleges and universities can carry out various cultural activities in campuses, and integrate excellent ethnic cultural and educational resources into them. This will be also an effective approach to apply and develop cultural and educational resources. Taking Yi culture as an example, schools can hold cultural weeks, costume shows, song and dance competitions, or add programs with Yi culture in large-scale cultural activities. These various education and teaching activities should supplement students' classroom education, and lead normal students to get more contact with Yi culture in their daily study life in various ways so as to enhance their sense of experience, thus improving their lopsided understanding over traditional Yi culture in the past. Normal colleges and universities in the Education Alleviation, on the other hand, could invite experts and scholars from Yi areas to deliver lectures, bilingual teaching and culture seminars to normal students in their pre-service training and targeted exchange of teaching and research experience and results about the Yi region, so as to enhance the interest and identity of normal students over the Yi language and culture.

4.3. Improvement over the Assessment Standards for the Education-alleviation Students

Assessment is not only a vital means of evaluating the effect of normal students' practice, but also a significant vane to motivate normal students. Teaching practice for Education Alleviation, under the framework of "School-place Cooperation" signed by the school and the local government, refers to activities for Education alleviation, which allow the students to serve as "per-teachers" and adopt the mode of combining practice with teaching. The purpose of these activities are aimed to atcultivate their teachers' feelings of "aim at the countryside and mastering many skills while specializing in", and to improve their ability of teaching practice, and to revitalize based education in the remote mountain area, and to cover the shortage of rural teachers. Therefore, when evaluating the practice effect of education-alleviation students in ethnic minority areas, we should update and improve the assessment standard over education-alleviation according to the particularity of their practice areas, and appropriately add indicators such as ethnic cultural cognition level and Education Alleviation effect, so as to strengthen the management of education-alleviation students. Simultaneously, education-alleviation students can actively contact and understand Yi culture according to the assessment rules, and accomplish the internship tasks more purposefully, and ultimately they can improve their own teaching ability and enhance their identification with Yi culture.

5. Conclusion

Normal universities, as the executor of Education Alleviation, are confronted with many difficulties in the selection of volunteer teaching students towards minority areas. Measures taken from aspects of courses, practice teaching activities and evaluation will integrate the resources of ethnic culture and education into the training contents over education-alleviation normal students and government-funded normal students in minority areas. Such measures will not only benefit to the college facilitating Education Alleviation work smoothly, but also improve their sense of ethnic identity and national spirit, accordingly, highlighting the characteristics of training talents in minority areas of normal universities.

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