

A Survey of The Current Situation of Ethnic Culture in Schools: Scoping Review

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Abstract

Culture is the soul of a nation, and it is the inexhaustible power of national development. The inheritance of minority culture is the core goal of ethnic culture in school. The purpose of this scope review is to gain a more comprehensive understanding of the current situation, problems, countermeasure suggestions to solve the problems, and development paths of ethnic culture in schools. The research method of scoping review was used to screen the relevant literature on ethnic culture in school that met the inclusion criteria, extract the basic information of the literature (author, time, title) and relevant information of the study (research purpose, research method, main problems, improvement strategies), and summarize and analyze the extracted contents. The result is that 10 papers meet the screening criteria, and the main regions involved are mainly Guizhou, analyzing the problems and improvement strategies of ethnic culture in schools. It is concluded that theoretical and practical studies of ethnic culture in school are relatively abundant, mostly focusing on feasibility and effectiveness studies, practice and reflection studies, and case studies, but most of them are superficial and repetitive. There are even fewer studies based on intelligent and digital perspectives, so further research is needed in this area.

Keywords

Ethnic culture in school; Survey of current situation; Scope overview.

1. Introduction

With the trend of global integration and the erosion of cultural hegemony, cultural exchanges and collisions among various ethnic groups are becoming more and more prominent, making the original distinctive cultures gradually marginalized, and countries around the world have begun to realize the importance of multiculturalism in the process of global integration. In the world's rich and diverse cultural rivers, the excellent traditional culture of the Chinese nation is a special symbol of existence in the development process of China, culture is the soul of the country and the nation, culture thrives on national prosperity, culture is strong on national strength. In the context of globalization, the modernization trend is fiercely impacting our national culture, so how to inherit and protect the excellent traditional culture of our nationalities and make it adapt to the needs of the times has been widely concerned by the relevant departments and all sectors of society.

Culture and education are closely related, and the inheritance of culture inevitably requires the school as the main venue. China is paying more and more attention to the importance of ethnic education in schools and strengthening the protection and inheritance of excellent ethnic traditional culture through school education. In 2015, the State Council issued the Decision on Accelerating the Development of Ethnic Education, which proposed to attach importance to the role of education in the cultural innovation of all ethnic groups, and proposed to integrate the

excellent Chinese traditional culture into classrooms and teaching materials to inherit the excellent traditional culture of ethnic groups. As a result, "ethnic culture in schools" is being carried out and promoted in full swing in various provinces, cities and counties in China, especially in multi-ethnic areas.

At present, most of the studies on ethnic culture in schools focus on feasibility and effectiveness studies, practice and reflection studies, and case studies, and most of them are superficial and repetitive. The significance of carrying out ethnic culture in school is not only to inherit ethnic culture, but also to enhance the ethnic identity of the participating subjects, improve their cultural tolerance ability, enhance ethnic cultural self-confidence, and ultimately build a pluralistic integration pattern of the Chinese nation.

2. Method

Scoping Review is a method of summarizing evidence based on the concept of evidence-based practice and is often synonymous with the process of preliminary survey of the literature. It is a research preparation exercise in which the researcher identifies the progress of research, the scope and nature of evidence in an area of knowledge, and helps to clarify the research questions and justify the feasibility and innovation of the research plan. A scoping review is a systematic search and synthesis of studies in a field/topic to map the scope of the current state of development and acquired knowledge. The study adopted Arksey and O'Malley's (2005) methodological framework for a scoping review, with a total of five steps: (a) specifying the research question (b) identifying relevant studies (c) screening the target literature (d) data extraction (e) juxtaposing, summarizing, and presenting the results.

2.1. Identifying the Research Question

This review is intended to address the following questions: (1) What is the current status of the "Ethnic Culture in Schools" survey? (2) What are the problems in the "Ethnic Culture in Schools" campaign? (3) What are the strategies to improve the problems of "ethnic culture on campus"? (4) What are the gaps in the field of research on "ethnic culture in schools"?

2.2. Identification-related Studies

Table 1. Search strategy

String 1	Ethnic Culture in Campus
String 2	Current state research or research study or research status
String 3	Countermeasures or paths to explore or effective ways
String 4	Strings 1 and 2 and 3

Table 2. Inclusion/exclusion criteria

Inclusion Criteria	Exclusion Criteria
(1) Literature related to the theme of ethnic culture in school	(1) Duplicate published literature
(2) Literature related to the theme of national cultural heritage	(2) Literature related to ethnic culture in school policy category
(3) Literature related to the theme of ethnic culture for school learning	(3) Literature related to teachers' attitudes and meaningful value category themes
(4) Literature published in 2010 and before	(4) Literature published in foreign language journals

To obtain the corresponding literature, a search was performed using the "title" or "subject" and "keyword" options, with each search string being searched separately, and then all three

strings were combined together (Table 1). Inclusion and exclusion criteria were designed and applied to the search strategy (Table 2), and this systematic search strategy was used to monitor relevant papers in three databases (CNKI, WANFANG DATA and WEIPU).

2.3. Research Selection

The electronic database search yielded an original set of 9734 documents, leaving 1428 after removal of duplicates. An initial screening of titles and abstracts was conducted. The literature was considered relevant if its topic described ethnic culture in schools and was an empirical study. Literature was included if it was related to ethnic culture or the current state of investigation of the transmission of ethnic culture in schools and the pathway to its construction. The inclusion and exclusion criteria were used as a guide (Table 2) in subject and title review, and 1410 pieces of literature were excluded, of which 16 were reviewed in full. The full text was assessed, evaluated and agreed upon, in which the reference list of each paper was screened to further add relevant literature. The specific study selection process is shown in Figure 1, which illustrates the paper selection process, with the final 10 papers meeting the criteria for this review.

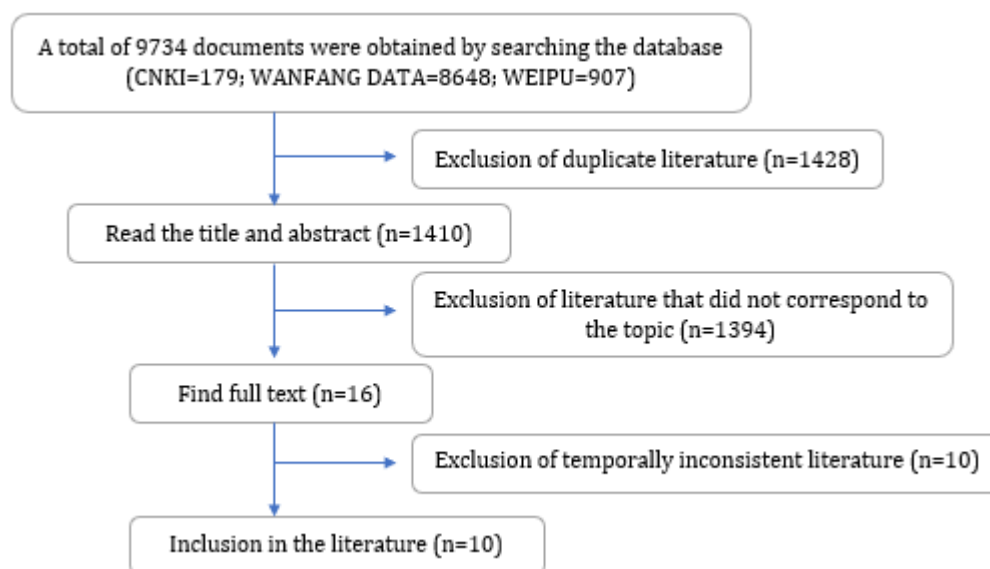


Figure 1. Flow chart of literature screening

2.4. Plotting Data

The purpose of the scoping review was to map the existing literature based on volume, nature, characteristics, and sources of evidence. Therefore, all papers that met the inclusion criteria were included. The plotting data phase involved plotting selected papers based on graphs (n = 10) This process involved extracting from each paper a summary related to the following: author, year, title, purpose of the study, research methods, main issues, and improvement strategies. Details of the extracted data are included in Table 3 for 8 papers, 1 literature review, and 1 journal out of 10 papers that included theses.

Table 3. Data extraction table

Author, Year, Title	Purpose of the study	Research Methods	Major Issues	Improvement Strategies
Tan Hua (2012) research on "Ethnic Culture in Schools" in Enshi Prefecture	A field survey of schools that have carried out "ethnic culture in schools" activities and an in-depth investigation of their implementation dilemmas, with a view to providing reference for the implementation of "ethnic culture in schools" activities in Enshizhou.	Documentary method Fieldwork method Comparative analysis	The four areas are not rich in teaching content, single form of teaching, insufficient teaching research and inadequate teaching management.	Improvement measures in five areas: updating educational philosophy, enriching teaching content, innovating teaching methods, improving teaching management and securing teaching funds.
Wang Pei (2010) A Study on the Implementation Situation of "Ethnic Culture in Schools" in Rongjiang County, Guizhou Province	A field survey was conducted on the current situation of the implementation of "Ethnic Culture in Schools" in these three schools, and the theoretical perspective of cultural relevance and harmonious coexistence was used to explore the difficulties in its implementation.	Documentary method Fieldwork method Comparative analysis	Five aspects of teaching resources are not explored in depth, single form of teaching, insufficient theoretical research, irregular development planning and model teaching management.	Properly positioning "ethnic culture on campus, developing teachers, strengthening curriculum resources, easing the alienation of students from their environment, and improving management.
Fan Yanjun (2015) A study of the dilemmas of running ethnic culture heritage classes at Kerry College	Through fieldwork, problems in their schooling were identified, followed by an attribution analysis, and finally, solution strategies and suggestions were put forward with a view to finding a suitable path for ethnic cultural heritage and school education, thereby promoting ethnic cultural heritage and preservation.	Documentary method Fieldwork method	Lack of clarity in school management, difficulty in implementing training objectives, low academic standards of students, relatively weak teaching staff and difficulties in student employment.	Implementing a multi-disciplinary approach to schooling, strengthening the teaching force, improving talent training programmes and establishing a sound supervisory and evaluation mechanism.
Hu Yuting (2012) Research on the function of ethnic culture transmission in extra-curricular activities: A case study of two elementary school in Guizhou Province	Through a field survey of two elementary school in Kaili, Guizhou Province, we analyzed the problems of extracurricular activities in schools in ethnic areas, and on this basis, we tried to explore how to better integrate extracurricular activities with the traditional culture of ethnic minorities in the school field, in addition to classroom teaching, while avoiding conflicts with classroom teaching, in order to achieve the purpose and demand of extracurricular activities to transmit ethnic culture.	Documentary method Fieldwork method	Lack of theoretical guidance, shortage of teachers, shortage of capital and equipment, inadequate system and evaluation system.	Establishing the educational concept of passing on ethnic culture through extracurricular activities, strengthening ties with communities and families, improving systems and evaluation mechanisms, increasing funding through multiple channels, strengthening teacher training, and enhancing inter-school cooperation and exchange.
Tian Jing (2016) Research on the New Path of Ethnic Culture Inheritance - Example of Ethnic Culture Activities in Xuanen County, Hubei Province	The effectiveness and factors influencing the implementation of ethnocultural activities in these two schools are analyzed and discussed. Based on the theoretical foundation of multicultural education, the causes of various problems are explored and corresponding solutions are proposed.	Literature research method Questionnaire method Interview method	Various problems arise in the process of activities, including lack of policy and financial guarantee, lack of depth of school-based curriculum culture, insufficient teacher training and more negative social impacts, and many other problems.	Suggest corresponding strategies for improvement in terms of government, schools, teachers, curriculum and teaching materials.
Zhao Na (2017) A Review of Research on Ethnic Culture in Schools	Through sorting and summarizing the current situation of research on ethnic culture in schools, we can more comprehensively understand the research achievements and problems formed today, grasp the future research directions, promote the forward development of ethnic culture in schools, explore the future research directions, and provide reference for the future research on ethnic culture in schools.		After the survey, we found that the problems of ethnic culture in schools are similar in all regions, but some scholars have discussed the problems of "ethnic culture in schools" from the perspectives of ecology and cultural education, etc.	
Liang Jinfang (2010) A Study of Classroom Zhi of Ethnic Culture in	In this study, Chemin Elementary School was selected to conduct a classroom logical study to comprehensively describe the classroom implementation and	Documentary method Fieldwork method		To give full play to the function of ethnic school education in transmitting ethnic culture, to promote the reform of school education in ethnic areas, and

School - A Case Study of Chemin Primary School	reflect on it based on the theory of bite-size education and symbiotic education for the better development of minority cultural heritage and school education.	Classroom Journal Research Method		to realize the harmonious coexistence of ethnic culture, ethnic school education, and economic and social development in ethnic areas.
Wang Hui (2012) A Study of Ethnic Culture in School - A Case Study of Zhouxi Yifu Middle School in Kaili	This study attempts to address the problems encountered by ethnic culture in schools from a cultural perspective, hoping to bring a little new perspective to ethnic culture in schools.	Literature method Questionnaire method Interview method	Ethnic schools lack their own cultural symbols, ethnic schools lack mechanisms to introduce culture into the school, and ethnic schools lack diverse ethnic values.	To build an ethnic campus with multiple characteristics from campus culture, to build a multicultural curriculum from educational teaching theory, and to build a pluralistic view of identity from ethnic identity.
Mo Binbin (2015) A Study on the Current Situation of "Ethnic Culture in Schools" in Sanjiang Dong Autonomous County	This paper takes the "Ethnic Culture in Schools" activity in Sanjiang Dong Autonomous County as an entry point, and uses the theory of multicultural integration education as a theoretical basis to select six schools for a field survey.	Documentary method Fieldwork method	Lack of a sound support system, single evaluation mechanism, inadequate teachers, poorly explored teaching content "ethnic literature" in Sanjiang Dong Autonomous County, poor teaching management, influence of negative family and social thoughts.	Establishing a sound support system, reforming the evaluation mechanism, coordinating the development of the teaching team, deepening the discovery of teaching content, strengthening teaching management, and eliminating the influence of negative social thinking.
Liang Hui (2020) Exploring the path of ethnic culture in schools from the perspective of new media				To improve the plurality of ethnic culture dissemination subjects on campus, to build a plurality of ethnic culture dissemination mechanisms on campus, to train ethnic education teachers in the use of new media, to create a new three-dimensional classroom for ethnic culture teaching, and to build a new media platform for sharing experiences in ethnic culture on campus.

2.5. Arranging, Summarising and Communicating Results

In the final stage, the findings were summarised and communicated: the scope of the review was searched from three electronic databases, namely CNKI, WANFANG DATA and WEIPU, which generated a total of 10 papers, of which five papers studied the Master Teacher Workshop from the perspective of investigating the current situation of "ethnic culture in schools", two papers studied the dilemma of "ethnic culture in schools" from the perspective of The remaining one paper is a literature review on "ethnic culture in schools". Most of the ten papers selected were based on qualitative research methods.

2.6. What is the Current Status of The Survey on "Ethnic Culture in Schools"?

In the course of this scope review, the current status of "ethnic culture in schools" includes the following aspects: ethnic songs and dances, ethnic sports, ethnic arts and crafts, and theoretical knowledge are all involved in teaching, and the best development status is in ethnic songs and dances. (Tan Hua, 2012) Folk songs and dances, folk sports, folk arts and crafts, theoretical knowledge and folk languages and scripts are all covered in teaching, but each is in a different state of development. In contrast, the best development is in ethnic music. (Wang Pei, 2010) The school has set up a research group on the topic of "ethnic culture in school", focusing on Dong culture such as Dong songs, Dong peasant paintings, Lusheng, Dong flutes, Dong pipa, Doye dances and tangdang dances. (Mo Binbin, 2015)

2.7. What Are the Problems with The "Ethnic Culture in Schools" Campaign?

In this scoping review, the problems in the activities of "ethnic culture in schools" mainly include: lack of rich teaching content, single form of teaching, insufficient teaching research, inadequate teaching management (Tan Hua, 2012; Wang Pei, 2010), lack of theoretical guidance, shortage of teachers, shortage of funding and equipment, inadequate system and evaluation system (Hu Yuting, 2012; Fan Yanjun, 2015; Tian Jing, 2016; Zhao Na, 2010), lack of ethnic cultural symbols in ethnic schools, lack of mechanisms related to ethnic culture in

schools, lack of pluralistic ethnic values in ethnic schools, and lack of ethnic culture in schools. (Hu, Yuting, 2012; Fan, Yanjun, 2015; Tian, Jing, 2016; Zhao, Na, 2017), lack of cultural symbols of the ethnic group in ethnic schools, lack of mechanisms related to culture in ethnic schools, lack of pluralistic ethnic values in ethnic schools (Wang Hui, 2012), and the influence of negative family and social thoughts (Mo Binbin, 2012).

2.8. What Are The Strategies to Improve The Problems of "Ethnic Culture in Schools"?

In the literature reviewed in this scoping review, the main improvement strategies involved are the following: updating educational philosophy, enriching teaching content, innovating teaching methods, improving teaching management and securing teaching funds (Tan Hua, 2012; Mo Binbin, 2015), implementing collaborative schooling with multiple subjects, strengthening teacher teams, and improving systems and evaluation mechanisms (Wang Pei, 2010; Hu Yuting, 2012; Fan Yanjun, 2015; Tian Jing, 2016), bringing into play the function of ethnic school education to pass on ethnic culture (Liang Jinfang, 2010), creating an ethnic campus with diverse characteristics from campus culture, creating a multicultural curriculum, and creating a pluralistic and integrated view of identity from ethnic identity (Wang Hui, 2012). Constructing a diversified dissemination mechanism of ethnic culture on campus under the perspective of new media, training ethnic education teachers in the application of new media skills, and creating a new three-dimensional classroom for teaching ethnic culture (Liang Hui, 2020).

2.9. What Are the Gaps in The Field of Research on "Ethnic Culture in Schools"?

The core of ethnic culture in schools lies in ethnic culture, the key lies in school education and the purpose lies in cultural transmission. However, most of the relevant research results so far have focused on case studies. The problems, improvement strategies and construction paths proposed by many researchers are mainly related to the school, teachers, teaching materials and curriculum, while only a few scholars have proposed different paths and countermeasures from the perspectives of cultural ecology, anthropology and personal education. There are other areas involved in "ethnic culture in schools" and other perspectives that need to be extensively and deeply researched and explored by scholars. "It requires the collaboration of the government, schools, research institutions and relevant enterprises, and the implementation of a collaborative approach among multiple subjects, in order to effectively solve the difficulties faced in the process of introducing ethnic culture into schools, and to promote the effective implementation of the systematic project of introducing ethnic culture into schools. It is only by doing so that we can effectively resolve the difficulties faced in the process of introducing ethnic culture into schools, promote the effective implementation of the systematic project of introducing ethnic culture into schools, and realize the integrated development of ethnic culture research, protection, heritage and development.

3. Discussion

In recent years, ethnic culture in schools has been spreading across the country, and with the development of ethnic culture in schools, many scholars have been conducting more and more research on this activity. Through sorting and summarizing the current situation of research on ethnic culture in schools, it helps people to have a more comprehensive understanding of the research achievements and problems formed today, grasp the future research direction, promote the forward development of ethnic culture in schools, explore the future research direction, and provide reference for the subsequent research on ethnic culture in schools (Zhao Na, 2017). As early as October 2002, the Guizhou Provincial Department of Education and the Guizhou Provincial Ethnic and Religious Affairs Commission formulated the Implementation

Opinions on the Development of Ethnic and Folk Culture Education in Schools of All Levels and Types in the Province, which directly guided the social production of ethnic culture through schools, a special social training institution, to change the inherent mode of ethnic minority cultural transmission and save the current ethnic minority culture is gradually declining due to the impact of modernization. (Wang Hui, 2012) It has been nearly 20 years since the program was launched, but there are still various problems in the process of implementing "ethnic culture in schools". Some scholars have investigated and researched the implementation status of "ethnic culture in schools" from the perspective of practical teaching. Some scholars have investigated and researched the implementation status of "ethnic culture in schools" from the perspective of practical teaching, and summarized the problems in its implementation status into four aspects: the lack of rich teaching contents, the single form of teaching, the lack of teaching research, and the lack of teaching management. (Tan Hua, 2012; Wang Pei, 2010) Teaching is only one of the problems in the implementation of "ethnic culture in schools", but there are also difficulties such as insufficient theory, lack of teachers, shortage of funds and equipment, and imperfect systems and evaluation systems. (Hu Yuting, 2012; Tian Jing, 2016) In his master's thesis, "Research on the Problems of Introducing Ethnic Culture into School - A Case Study of Zhouxi Yifu Middle School in Kaili", Wang Hui analyses the main problems that have emerged since the implementation of ethnic culture into school, firstly, the lack of cultural symbols of the ethnic group in ethnic schools, secondly, the lack of mechanisms related to the introduction of culture into school in ethnic schools, and finally (Wang Hui, 2012). (Wang Hui, 2012) Many scholars have also proposed countermeasures and development paths to deal with the problem of "ethnic culture in schools".

The introduction of ethnic culture into schools, teaching materials and classrooms has always been an effective path for all ethnic groups in China to promote ethnic identity, ethnic unity and ethnic cultural heritage. Ethnic culture is the fruit of civilization created and accumulated by all ethnic groups in China over a long period of production and life, and is an important condition for the common survival and development of all ethnic groups, including both material culture and spiritual culture. The development of ethnic culture education in ethnic areas is necessary for the preservation and transmission of excellent ethnic culture. Culture is the soul of a nation, the historical precipitation of a nation's spiritual qualities. The excellent Chinese traditional culture is the deepest spiritual deposit of the Chinese nation, and is the solid foundation for the richness and longevity of Chinese culture, which provides a source of living water for cultural confidence. In order to meet the needs of the curriculum reform of basic education in ethnic areas, Hubei Province has in recent years launched national unity education activities in primary and secondary schools in ethnic areas, with "ethnic culture in schools" as the grip. To this end, the Provincial People's Committee and the Provincial Department of Education have specially formulated working standards and adopted such approaches as typical demonstrations and training of backbones to promote the integration of ethnic culture with school culture and the improvement of the level of practice of this activity. In view of the problems in the implementation of the "ethnic culture on campus" activities, five improvement measures are proposed: updating education concepts, enriching teaching contents, innovating teaching methods, improving teaching management and guaranteeing teaching funds (Tan Hua, 2012). Fan Yanjun and Tian Jing put forward suggestions for improving the operation of the ethnic culture inheritance class at Kaili College, including: firstly, implementing a pluralist school run by the government, industry, enterprises and schools; secondly, strengthening the construction of the teaching team; thirdly, based on its own characteristics and drawing on the experience of other schools, improving the talent training program and establishing a sound supervision and evaluation mechanism. Mo Binbin also mentioned the influence of negative ideas in the family and society, and therefore proposed a strategy to eliminate the influence of negative ideas in society, so that people can get out of the misunderstanding of "the theory of

the uselessness of studying" and other ideas, so that more students from ethnic areas can stay in the classroom, stay in the classroom, students are the main body of the transmission of ethnic culture, only the participation of students, ethnic culture Only with the participation of students can the activities of ethnic culture in schools be developed faster and better, and the excellent traditional culture of the Chinese nation be better passed on. In today's intelligent, digital and mobile world, social development has brought about innovations in education methods, technologies and means. In this context, scholar Liang Hui (2020) explores the path of ethnic culture in schools from the perspective of new media, and puts forward countermeasures and suggestions in the following areas: improving the plurality of ethnic culture dissemination subjects in schools, building a pluralistic mechanism of ethnic culture dissemination in schools, training ethnic education teachers in the application of new media skills, creating a new three-dimensional classroom for ethnic culture teaching, and building The new media platform for sharing experiences of ethnic culture on campus, so as to promote the development of ethnic culture on campus.

The transmission and development of ethnic culture in school education cannot rely on the same paths and methods, but should be rooted in the specificity of the culture, combined with the characteristics of the times, using constantly updated technology and means to promote the dissemination of ethnic culture with regional characteristics.

4. Limitations

There is no assessment of the quality of the evidence, and this paper only briefly summarizes, analyzes and presents the available information, because the literature in this paper is mainly based on the Guizhou region, and is only a scoping review of the survey of the current situation of ethnic culture in schools in Guizhou, China, and the inclusion and exclusion criteria set for the literature are not clear and explicit enough, which can easily lead to subjective assumptions in the process of literature combing thus resulting in the collation of the literature This can lead to inaccuracy, non-adaptability, and non-universality of the final conclusions.

5. Conclusions

The purpose of this scoping review, which used 10 literatures, is to make the information related to the investigation of the current status of ethnic culture in schools clearer, and by sorting out and summarizing the current status of research on ethnic culture in schools. It helps people to have a more comprehensive understanding of the problems in the implementation of ethnic culture in schools and which areas and perspectives have not been discovered and covered, which is conducive to the forward development of ethnic culture in schools and provides a reference for the subsequent research on ethnic culture in schools. The scope of the survey shows that there are still more problems in the activities of ethnic culture in schools. Although the specific locations and the scope of the survey are different, the survey finds that the problems of ethnic culture in schools are similar in all regions, mainly focusing on the following aspects: lack of teachers, teaching quality is difficult to ensure; teaching management is loose; insufficient financial investment; single education evaluation; ethnic culture campus activities There is no stable source of special funding, and ethnic culture education is not included in the regular teaching plan of schools. With the development of the times, more new problems may emerge, which requires us to conform to the development of the times and grasp the future research direction.

There are relatively few policy studies on ethnic culture in schools, and for schools with weak teachers in remote ethnic areas, there are still theoretical studies on the current situation, dilemmas faced and influencing factors, and few specific case studies. These aspects will become important research directions in the field of ethnic culture in schools in the future.

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