

School Education and Inheritance of Ethnic Culture in Minority Areas—Take School Education in Tibetan Areas as an Example

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Ethnic education is an important way to inherit ethnic culture. Under the background of cultural globalization and cultural diversification, minority cultures are facing the danger of extinction and change. Schools in minority areas give full play to their own advantages and become the main places to train students to master ethnic culture in a purposeful, planned, and organized way. However, there are also many problems in school education in the inheritance of national culture, such as the content of school education and national culture cannot be effectively integrated, teachers lack scientific and effective teaching methods, teaching activities content cannot be flexibly used. In this regard, we should excavate the national cultural resources in school education, improve the professional quality and skills of teachers, and enhance the national consciousness of teachers, so as to improve the quality of school education and realize the effective inheritance of national culture. Taking Tibetan areas as an example, this paper analyzes the advantages, existing problems, and solutions of the school in Tibetan cultural traditions.

Keywords: Tibetan region, school education, national culture, inheritance

National cultural inheritance means that culture is passed from generation to generation among members of society within the national community. National cultural inheritance is different in a broad sense and in a narrow sense. The broad sense of national cultural inheritance refers to the cultural inheritance of a country, such as the cultural inheritance of the Chinese nation. The narrow sense of national cultural inheritance refers to the cultural inheritance of a single nation (Shen, 2018). The national cultural inheritance mentioned in this paper is the narrow sense of national cultural inheritance, especially the cultural inheritance of ethnic minorities. In a multi-ethnic country, there exists the coexistence of the main national culture and the minority culture. Ethnic minority culture is the sum total of material culture, institutional culture, and spiritual culture created by ethnic minority people in the course of social and historical development and passed down from generation to generation. The loss of any national culture is difficult to reproduce or replicate. Therefore, mankind should try to protect the excellent cultural heritage of all nationalities and preserve the cultural diversity created by mankind over thousands of

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years. This paper takes school education and cultural inheritance in Tibetan areas as the research object to discuss the problems of school education and ethnic culture inheritance in ethnic areas.

An Analysis of the Advantages of School Education in Tibetan Cultural Inheritance

Environmental Advantages of School Education

The school provides a good environment for Tibetan culture inheritance and enables Tibetan students to learn Tibetan culture systematically and completely through education. The Tibetan inhabited areas, including Tibet, Qinghai, Gansu, Sichuan, and Yunnan, are high altitude areas with sparse and scattered population. The geographical environment of mountains, valleys, and plateaus leads to relatively concentrated school education in Tibetan areas. Boarding school education has become the main mode of education, and students spend most of their time in school and receive closed education. This school education to carry out the inheritance of national culture provides a good environment. The school's collective life and systematic teaching of national cultural knowledge are also conducive to cultivating students' national cultural identity and enlightening their national consciousness. The collective environment of the campus is a unique environmental advantage different from family education and social education, which is conducive to students to establish national self-confidence on the basis of realizing national cultural identity.

The Subject Advantage of School Education

Students are the main body of school education and the backbone of national cultural inheritance. Primary and secondary school students are the important stage of value formation, with strong plasticity and innovation. They not only have the advantages of age, but also have stronger acceptance and learning ability. With the development of diversified culture, minority cultures are increasingly impacted by mainstream culture. Whether the national culture can be passed on smoothly depends on whether the young generation can accept and recognize the national culture and take the initiative to inherit the national culture (Mei, 2018). Through the survey it found that 90% of the students like to understand and learn their own traditional culture. During school education, the systematic inheritance of national cultural knowledge can help young students form a correct value orientation, accept the edification of their national culture, and form their cultural concepts, ideologies, as well as a strong sense of national pride and belonging. At the same time, cultural inheritance is the production and reproduction of culture and the education and re-education of human beings. Students' strong sense of innovation enables national culture to develop innovatively instead of being limited to simple copying and spreading.

Professional Advantages of School Education

School education is more formal than social education and family education, the education content is more systematic, the education method is more scientific, the school teachers have higher professional knowledge and cognitive level, and most of the teachers are Tibetan. In the five schools surveyed, 85 percent of the teachers had college degrees or above, and 90 percent were Tibetan teachers. They not only have academic qualifications, but also inherit the traditional Tibetan culture, which promotes the national culture and has a more obvious inheritance effect. The special role of teachers in the inheritance of national culture can not only expand the scope and influence of communication, but also overcome the shortcomings of some folk artists who cannot carry out systematic cultural inheritance due to the limitations of time and space, so as to achieve the purpose of cultivating students' national emotion and awakening students' national consciousness.

Analysis on the Problems of Tibetan Culture Inheritance in School Education

The School Curriculum Is Not Deeply Integrated With Tibetan Culture

The inheritance of minority traditional culture also needs to rely on courses to realize. However, the survey shows that the cultural curriculum set up by schools in Tibetan areas has a low degree of connection with Tibetan culture, which is mainly reflected in the curriculum text, curriculum organization and implementation. In the daily activities of Chinese curriculum, mathematics teaching, geography teaching, English teaching, and history teaching, few materials of Tibetan culture are included in the textbook content or teaching activities. In addition, the textbooks currently used in schools are those compiled by the state, and school-based or local textbooks are hardly used. Teachers teach in accordance with the syllabus and make teaching plans in accordance with the school's assessment system, so that students can fully devote themselves to the study of book knowledge and seldom integrate Tibetan cultural resources into teaching activities. Not only in the classroom, students rarely learn Tibetan culture, but in the daily extra-curricular learning, also rarely contact the deep Tibetan culture. Ball games, homework, extracurricular reading and labor practices, and other activities keep up with the educational requirements of *The Times*. The content of school curriculum and Tibetan culture integration is less, which is related to the slow development of school education in Tibetan areas. It takes a period of development and maturity to complete the close integration of school curriculum and Tibetan culture.

The “Living Inheritance” of Tibetan Culture in School Education Needs to Be Strengthened

In addition to classroom education, the forms of Tibetan culture inheritance in school education mainly focus on picture display, hand-made, or Tibetan songs and dances displayed in school cultural activities. This static way of cultural inheritance makes it difficult for students to take initiative in Tibetan cultural inheritance and feel the essence of Tibetan culture. Traditional Tibetan culture is mostly passed down and developed through oral instruction. Tibetan is a nation with a long history. Tibetan language, Tibetan ballads, Tibetan folk literature, Tibetan ethical thoughts, and other traditional Tibetan culture have been spread through thousands of years of development, all of which are based on the “living inheritance” of the inheritance subject. It can be found in the investigation that school education is largely inherited through reading books, classroom teaching, and lectures by cultural experts or folk artists, and the soul of Tibetan culture is not realized by static inheritance. Static cultural inheritance in school education can play a certain role in inheritance, but in the process of inheriting deep-seated culture, it still shows its inevitable limitations. How to strengthen the “active inheritance” of Tibetan culture in school education is the direction of future efforts.

The Level of Tibetan Culture Inheritance Teachers in Schools Needs to Be Improved

Teachers are the inheritance subjects in the process of Tibetan culture inheritance in school education. Although they have been trained in Tibetan culture inheritance, many teachers are still faced with the problem of how to inherit the essence of Tibetan culture authentically in front of the time-honored history and culture, due to the characteristics of experience, originality, multiplicity, and intersections of Tibetan culture inheritance. Coupled with the heavy teaching tasks and students' academic pressure, the teaching activities of Tibetan culture inheritance can only be stopped. In the survey, it was found that all the teachers recognized the importance and necessity of inheriting Tibetan culture, but 80% of the teachers believed that the pressure of schoolwork and their own Tibetan cultural literacy affected the quality of Tibetan culture in school education. According to the survey, all Tibetan schools are required to perform Tibetan dances, Tibetan Ming songs, Tibetan traditional sports, and

Tibetan operas in traditional festivals, statutory festivals, and large-scale activities organized by the schools. These have become the main forms for ethnic culture to be introduced into the campus. Although most of the teachers are Tibetan compatriots with high educational and cultural levels, they do not have a deep understanding of the national culture and cannot give systematic and professional guidance to students. They can only invite some folk arts to explain to students symbolically, but this is not a long-term solution.

Thinking on Promoting Tibetan Culture Inheritance in School Education

Look for the Combination of School-Based Curriculum and Tibetan Traditional Culture

Starting from the actual needs of the development of Tibetan students, we should actively develop school-based courses so that the ethnic school education can meet the two needs of the development of Tibetan students, namely, the study of mainstream culture and the inheritance of the ethnic culture. To be specific, the school-based curriculum of Tibetan culture can be developed in the following ways: (1) Select excellent Tibetan traditional culture as school-based curriculum resources: According to the characteristics of each subject, schools can choose appropriate elements of traditional culture to insert into the teaching content, so as to closely combine traditional culture with each curriculum. As a result, it not only enables Tibetan students to fully understand their traditional culture through the educational activities of various disciplines, but also realizes the all-round development of Tibetan students through receiving various forms of traditional culture education. (2) Use “themed activities” to develop school-based courses: The content of theme activities can be derived from the life world of Tibetan students. When the theme is determined, activities in various fields can be radiated around the theme, and these activities form a small theme respectively, thus forming an interlocking theme activity network, which is conducive to the integration of teaching content in various fields. Therefore, it is more appropriate to take such a flexible and limited way when exploring the resources of minority traditional culture and developing school-based curriculum. For schools in minority areas, in addition to integrating traditional cultural content into various subjects, they can also integrate teaching content with various educational fields of schools in the form of themed activities.

Enhance Teachers’ Consciousness of Inheriting Tibetan Culture

In school education, teachers are the main body to develop school-based curriculum and the intermediary to realize the integration of school education and Tibetan traditional culture. Research shows that in teaching activities, teachers’ behavior will directly affect the communication and exchange between teachers and students, especially in the communication activities between individual teachers and students, and teachers’ behavior itself is a kind of information source, providing students with a basic reference system of culture. Similarly, in the communication between students and teachers, the cultural values and behaviors of teachers will be imprinted in the hearts of students, forming a cultural background that will influence the construction of individual cultural concepts in the future. According to the survey, although most teachers agree to carry out Tibetan traditional culture education in schools, they do not pay enough attention to Tibetan traditional culture in actual educational activities, and teachers rarely integrate traditional culture into educational activities. On the one hand, teachers’ understanding of Tibetan traditional culture is insufficient; on the other hand, the teachers’ value of convenience prompts them to pay too much attention to the mainstream culture and ignore the educational value contained in the traditional culture. In fact, this is the teacher to inherit Tibetan culture consciousness of indifference. Therefore, to promote the school education and the fusion of traditional Tibetan culture, it must strengthen

teacher's inheritance of Tibetan culture consciousness, and make teachers realize the value of Tibetan culture can truly love it, chase it, and consciously to inherit it.

Cultivate Tibetan Students' Spirit of Inheritance and Innovation of National Culture

In essence, cultural inheritance is the organic combination of culture and subject, the production and reproduction of culture, and the education and re-education of human beings. Cultural inheritance is not a simple transfer of cultural elements, but an organic arrangement and combination according to the rules and requirements of cultural adaptation, so as to accumulate necessary cultural elements for the construction of a new social order (Sun, 2020). The inheritance of Tibetan culture should be a process of continuous cultural innovation and development. Tibetan culture tradition to the nation's culture must have the ability to create the national culture, namely cultural innovation ability. If a Tibetan culture is simply passed from one generation to the next, and the cultural subject does not create and develop the culture, then the national culture will only be passed on in the self-circulation circle after all, and cannot be inherited in the true sense. Therefore, in order to realize the inheritance of culture, we must create culture, which needs to cultivate cultural subjects with cultural creativity. As the main site of Tibetan culture inheritance, schools should undertake the cultivation of cultural subjects with cultural innovation ability, so as to ensure the smooth inheritance of Tibetan culture in Tibetan areas. School education should pay attention to the cultivation of the creative ability of Tibetan students. Only when Tibetan children have the spirit of innovation from childhood can they have the creative ability of Tibetan culture when they become adults, so that the inheritance of Tibetan culture can be guaranteed with human resources. However, the education of ethnic traditional culture in some schools ignores the cultivation of the innovative spirit of cultural subjects, and the education of ethnic traditional culture is only limited to a simple transmission of cultural symbols. Educators lack a deep understanding of ethnic cultural inheritance, and do not realize the importance of the innovation ability of cultural subjects to cultural inheritance. Therefore, in the traditional culture education of ethnic children, we should pay attention to the cultivation of cultural subjects' consciousness and ability of cultural innovation. Specifically, it is to cultivate Tibetan students' curiosity, interest in observation, positive emotion and confidence in their own culture, so that Tibetan students can initially feel the characteristics of their own culture and use various creative activities to express their own culture.

Conclusion

The investigation of school education inheritance of ethnic culture in Tibetan areas reflects the present situation and problems of school education inheritance of ethnic culture in minority areas. Practice has proved that school education, different from family education and social education, should shoulder the important task of inheriting national culture because of its special teaching objectives and training methods. However, in the process of inheriting national culture, how to inherit the essence of national culture and how to deal with the relationship between modern culture and national culture have become the core of national culture inheritance in school education. Cultural inheritance is not a simple transfer of cultural elements, but an organic arrangement and combination according to the rules and requirements of cultural adaptation, and accumulation of necessary cultural elements for the construction of a new social order. It can be seen that the inheritance of Tibetan culture is not equivalent to cultural transmission or dissemination. The inheritance of Tibetan culture should be a process of continuous cultural innovation and development. In the process of school education, we should cultivate students' consciousness of inheriting national culture and creative consciousness, and stimulate their national

pride and self-confidence. In order to realize the better inheritance of ethnic culture in school education, it is necessary to grasp the content and form of ethnic culture inheritance, combine students' psychological characteristics and learning ability, cope with the reality of today's society, and carry out targeted Tibetan culture inheritance education. In the process of inheriting Tibetan culture in school education, stimulating students' sense of national identity is an important task to help students go to society and integrate into local areas, as well as an important guarantee to build Tibetan symbiosis system. Because of its educational environment, educational subject, knowledge reserve, and other conditions, school education has a unique advantage to properly handle the relationship between the two. Making good use of this advantage, Tibetan culture can be inherited and developed.

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