

Research on the Integration of Multicultural Integration Education and Ethnic Minority Culture

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Abstract: China is a country with many ethnic minorities. There are 56 flowers of 56 ethnic groups, each with its own ethnic traditional culture and ethnic traditional customs. They together form the large family of the People's Republic of China. In the course of the development of Chinese civilization history about 5,000 years ago, on the one hand, the Han culture is compatible with and absorbs a large number of rain and dew essences of ethnic minority cultures, which makes Han culture more abundant and perfect; On the other hand, while gradually learning from each other through various means, various ethnic minorities also jointly absorb and integrate Han culture. They learn Chinese characters, learn all elements of Han civilization, and so on. All in all, these 56 ethnic cultures coexist in harmony and coexist like pomegranates, forming a common Chinese culture. Although cultures of different nationalities have different cultural elements, their cultural penetration, integration, and communication can always be harmoniously unified through people's different forms of culture and art in their lives. As a result, it has formed the Chinese national culture with Chinese characteristics. It is true that due to the one-dimensional nature of time objectively, things of the past are difficult to reproduce, and more national cultures are being lost and sinicized. Some of the traditional cultural characteristics of ethnic minorities appear to be weak and obvious; Some traditional cultures of ethnic minorities are too rigid to speak of reform and innovation. These conditions are obviously not conducive to the inheritance and development of the traditional culture of the nation.

1. Introduction

China has vast regions and many ethnics, thus leading to the pluralistic patterns of modern society; however, the open-minded nation needs to respect the diverse culture. On the one hand, people gradually accept culture diversity and respected the minorities' culture; this appeal is increasing; one the other hand, the national education is fixed, thus cultivating the same values and philosophy of students and requiring them to be good citizen of the nation. So it results in a dilemma situation. The diversity of ethnics advances the development of era and is the typical sample for the advancement of human beings. [1]The advancement of era cannot get rid of national culture; traditional minorities' culture is an indispensable part of Chinese culture, which not only goes through the development of national culture, but also represents the culture of Chinese nation. It is the glorious process and development history in Chinese history, and even relates to the survival and development of the nation. However, with the passage of time, some traditional culture may even disappear; so people should pay attention to national culture and learn to protect ethnic culture as soon as possible. [2]

2. Research Purpose and Significance

China has pluralistic-integrative culture structure. In a nation with many ethnics, the national culture can live on and carry forward only by each ethnics love their ethnic and agree with their culture. Apart from safeguarding their own national traditional culture, it should tolerate and understand the different national culture with other ethnics; only in this way, they can friendly communicate with each other. The cultural difference among ethnics seek common ground while

maintaining difference and share resources and agree with mainstream culture, which would unify, stabilize and unify the development. The nation intends the people to agree with their own ethnic culture and accept the mainstream culture of the nation as well. If ethnics are not unified or intolerant, it would cause ethnic conflicts. Therefore, by education, it should build up good ideology for students. On the one hand, they should love their national culture; on the other hand, they should accept the mainstream culture to be a law-abiding citizen. [6]

3. The implementation of education and ethnic culture identity

Ethnics constantly evolve. Most ethnics constantly learn advanced culture during the evolution process. The mutual communication and integration among ethnics make the national culture compatible and open. After 1950, 55 ethnics in China carries out relatively advanced education in their living place. From ancient to now, many researchers only pay attention to the effect after implementing modern education; only a few researchers pay attention to the influence of these education form and content on minorities. They would only consider how the nation would treat them and their ethnic culture identity and what the identity methods are. After 1990, not only Chinese researchers but also western scholars show great interest on Chinese minorities. [7]

So after 1990, the study on minorities culture and education increase greatly. These researchers mainly study the policy of nation on minorities' education as well as predict the development trend afterwards. This theoretical study has positive influence on the pluralistic-integrative education in schools. Though the study records the process that minorities adapt to national education, it is hard to understand what the role the minorities school education plays in their daily life and their growth process. As for the minorities' education, most scholars only concentrate on Chinese ethnic and minorities or the influence of implementation of minorities' education on overall Chinese education. Only a few scholars mention national identity and the integration of national culture identity and ethnic culture identity. Fei Xiaotong proposes the ideology of "multiplex and integrative structure of the Chinese nation ". Multiplex is that each nation has their own culture features. With unique culture produced by their own living condition and living environment, the culture of each ethnic is different. Integration refers that all the ethnics mutually penetrate, coordinate, help and rely on each other in the development process. Though they have no connection in surface, they have complex relation and inseparable so they can share benefits together. With constant pluralistic-integration, the culture of 56 ethnics would develop diversely, thus forming pluralistic-integration situation.

4. Existing problems and solutions

4.1 Existing problems

Due to Chinese history, China is a country with Han ethnic and other 55 minorities. From the perspective of culture, Chinese culture is integrated; the typical culture of all the ethnics is well maintained, thus forming a pluralistic-integrative culture system. However, Han ethnic has the most population, so the culture of Han ethnic becomes dominant. And because of the lack of education, though there are ethnic primary schools, middle schools or even colleges, it is far from satisfying the diversified national conditions. So a suitable education system for the current education in China is not shaped yet. [3]

4.2 Solutions

4.2.1 Classifying that the purpose of pluralistic-integrative education is the coexistence of pluralism and integration

The pluralistic education means the equality of all culture and ideas. So students should know that China has over 5000 years history and the culture of all the ethnics promote the development of the nation and is indispensable in making contributions to human's civilization. The diverse factors of social ethnic culture of multiple ethnics teach them acknowledge their own ethnic culture and accept the unique culture of other ethnics. It should also present integration in education and the

school should share the mainstream culture, such as the laws and regulation of China, standard Mandarin and various study conclusion as well as nature and science knowledge, which is helpful for them to adjust to the society for a better life. Promoting their understanding for mainstream culture would promote their acceptance for the whole nation. [4]

4.2.2 Cognitive aspects of pluralistic-integration

Chinese ethnic education lacks of the guidance of systematic theoretic knowledge. There is no difference between ethnic education and ordinary education, so it is extremely short of ethnic features. Textbooks have profound significance and influence on all the children. So it should involve the experience and features of its own ethnics and other ethnics so that children would accept their own ethnic culture and the culture of other ethnics. Our courses should advocate the principle of pluralistic-integration and uphold the values of respect, equality and understanding. Apart from integration course, it should set pluralistic courses, instead of involve all the culture of an ethnic into it, but instead it should present the essence and features of an ethnic in the courses. [5]

4.2.3 Emotional aspects of pluralistic-integration

The great nation of China is created by 56 ethnics. The solidarity and unification requires the endless efforts of every ethnic, so students should understand Han ethnic cannot leave minorities while minorities cannot leave Han ethnic as well. They are mixed together, so students would unconsciously support the national coordination and unification of ethnic solidarity.

4.2.4 The action intention of pluralistic-integration

As for the extracurricular activities, the school should organize more ethnic activities, including ethnic dancing and instrument. In this way, students can learn instrument skills and dancing skills, and be influenced by ethnic culture education so as to eliminate the atmosphere that some students are unwilling to wear ethnic clothes or unable to use ethnic instrument and clothes. As for some ethnic festivals, it can organize a series of ceremonial activities according to traditional custom so as to enhance the influence of ethnic culture on students. Celebrating their own festivals with ethnic ceremonies would deepen their understanding for their ethnic culture.

5. Conclusion

Ethnic culture not only concerns about the survival and death of ethnic culture itself and it also concerns the sustainable and stable development of a nation. Minorities are indispensable parts of China; so their culture is an important part of Chinese culture. So it should cultivate the minorities' sense of identity for ethnic culture. And they would protect the non-interference of their own ethnic culture and adapt to the mainstream culture of the whole nation. All the ethnics should grow up together. The so-called pluralistic-integrative education does not mean to pursue the diverse education blindly, but instead to design the courses that they can accept their culture according to the unique features of all the ethnics. It should maintain pluralism and also the unification with mainstream culture. The aim is the mutual coordination of pluralism and integration so as to benefit the minorities and cultivate a consciousness of pluralistic-integrative culture and identity. [8]In a word, due to the pluralistic-integrative education all over China, it increases the adaptability of minority members to mainstream culture and maximizes their own development. It maintains the excellent cultural heritage of their ethnics, and also broadens their horizon and enriches their knowledge, so they can make greater contributions to the ethnic and the whole nation.

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