

Study on the Value Orientation Transformation of Ethnic Minority Education: from Minority Areas and Domestic to the Whole World——Based on “Rethinking Education” by UNESCO

Heyan Wang

Sichuan Minzu College, Kangding, Sichuan, 626001, China

Keywords: Ethnic Minority Education; Value Orientation; Sustainable Development

Abstract: Ethnic minority education has been positioned to promote the development of ethnic minority areas and the whole country for a long time, and it's political and economic values has been emphasized. Ethnic minority education has made great achievement by this orientation, but as the change of domestic and international environment, it has to change its orientation to serve the whole world, so as to promote the sustainable development of the entire human and society.

1. Introduction

Since the founding of New China, China's national education has achieved great success after more than 60 years of development. The national education industry has developed rapidly and achieved remarkable results. The scale of education has been continuously expanded, the conditions for running schools have improved markedly, the quality of teachers has been steadily improved, the school's national unity education has been widely carried out, bilingual education has been actively and steadily advanced, and the quality of education and teaching has been continuously improved. Ethnic talents have made important contributions to accelerating economic and social development in ethnic areas, safeguarding the reunification of the motherland, and promoting national unity. [1] At present, the viewpoint on the value orientation of national education is mainly reflected in the national policy and policy of national education and the study of national education theory.

2. Peeking into the National Education Value Orientation of the Country from the National Policy Guidelines and Policies

The party and the state have always attached importance to national education. The state is the main body of national education, and it develops national education through policy support and economic support as well as macro-control of ethnic education. The national education policies and policies of each period reflect the national education value orientation, and also stipulate the direction of national education development reform.

In 1951, New China held the first national work conference on national education. The meeting held that the education construction of ethnic minorities is an important part of the education construction of New China and has a great bearing on the future of the new China. In order to consolidate the new regime in ethnic areas and promote the work of ethnic regional autonomy, it is proposed that ethnic education should be the primary task of cultivating minority cadres to meet the needs of political, economic and cultural education. National education in this period emphasized the orientation of national education as a service to ethnic areas.

During the Cultural Revolution, national education was hit hard. The Third National Conference on Ethnic Education in 1981 pointed out that the restoration and development of ethnic education as soon as possible is not only the need for the four modernizations of the country and ethnic minority areas, but also the need to strengthen national unity, consolidate the frontiers, and implement ethnic policies. It is believed that if the backwardness of national education is not changed for a long time, it is not only a partial problem affecting the development of science and culture and economic construction in ethnic minority areas, but also a problem affecting the overall situation. The meeting

not only emphasized the function and significance of national education to promote national unity, promote national equality and safeguard national unity, but also emphasized the value of national education in promoting the modernization of ethnic areas and the entire country. From then on, the state has recognized that the issue of national education is not only a national issue, but also a problem of the entire country, and has begun to focus on the role of ethnic education in the development of ethnic regions and the entire country.

In 1992, the State Education Commission and the National Civil Affairs Commission jointly launched the "Opinions on Strengthening Several Issues Concerning Ethnic Education Work", clearly stating that ethnic education should better serve the local economic construction and the affluent civilization of the people. The only way to economic revitalization in ethnic areas is also to fundamentally plan to safeguard national unity and the reunification of the motherland and build socialism with Chinese characteristics. During this period, the state paid attention to the economic value of national education, mainly through the education of ethnic groups and the development of the economy in ethnic areas, thus safeguarding national unity and national unity.

The Fifth National Conference on Ethnic Education in 2002 pointed out that accelerating the development of ethnic education is the foundational project for consolidating and developing the socialist ethnic relations of equality, unity and mutual assistance, ensuring the smooth implementation of the strategy of developing the western region and strengthening the integration of ethnic regions. It is of great practical and historical significance to be competitive and to effectively resist the infiltration and destruction of the separatist forces at home and abroad. During this period, the state began to implement the strategy of developing the western region, emphasizing the role of ethnic education in the development of the western economy. At the same time, ethnic issues continue to emerge, and the role of ethnic education in national unity and stability is highlighted.

In 2005, the Central Committee of the Communist Party of China and the State Council issued the "Decision on Further Strengthening Ethnic Work to Accelerate the Economic and Social Development of Ethnic Minorities and Ethnic Areas", and regard ethnic education as one of the important means and means to promote economic and social development in ethnic areas, and regard ethnic education as a promotion. The basic project of harmonious development of politics, economy, culture and society in ethnic areas emphasizes the basic and leading role of national education in the economic and social development of ethnic areas.

In 2015, the Sixth National Work Conference on National Education was held. The State Council issued the "Decision of the State Council on Accelerating the Development of Ethnic Education." The "Decision" pointed out that it is necessary to accelerate the development of education in ethnic minorities and ethnic areas, and achieve long-term stability and prosperity of the Chinese nation. prosperity.

It can be seen from the national education policies and policies of the above countries that the direction of national education is different because of the social form of each period, the development needs of the country, and the actual conditions of the ethnic areas. In general, it emphasizes the promotion of economic growth, national unity, and social and political stability in ethnic areas through ethnic education.

3. The Value Orientation of National Education Looming in the Research Results of National Education Theory

In the theoretical study of the value orientation of national education, researchers have started from various social backgrounds and put forward their own views on whether ethnic education should serve ethnic areas or serve the whole society.

(1) Ethnic education serves as a service orientation for ethnic regions

Some researchers have adopted the new characteristics and new trends of rural economic development in ethnic areas; the requirements of spiritual civilization construction in ethnic areas; the analysis of the urgent requirements of farmers in ethnic areas, and the basic value orientation of rural education in ethnic areas is to cultivate modern farmers. [2] Yuan Xiaowen and others, from

the perspective of the relationship between economic modernization and national education, believe that promoting economic development in ethnic areas is the core value orientation of national education [3], emphasizing that ethnic education serves the economic development of ethnic areas and provides economic modernization for ethnic areas. Rich human capital forms a human capital structure that is compatible with the productivity level of ethnic areas. Yan Qing pointed out that ethnic education is mainly to promote the individual development of ethnic members and promote the harmonious development of society in ethnic areas. [4]

The view that national education serves the social development of ethnic areas recognizes the particularity of ethnic education. It believes that ethnic education is a member of ethnic minorities. Ethnic education is the education of ethnic areas, the development of ethnic minority members and the economic and social development of ethnic areas. It is necessary to give play to the role of national education. The primary task of ethnic education is to serve the economic development and social development of ethnic areas by improving the quality of ethnic minority members. However, this view has a certain narrowness. It does not recognize that members of ethnic minorities are not only nationals but also national citizens. The development of ethnic areas is not only a matter of ethnic areas, but also an important part of national development.

(2) National education nationality and national overall orientation

Wang Jian believes that there should be a double understanding of national education. On the one hand, national education is understood as a special kind of education. It is a special part of the education of the whole country. The value of national education should be the value of education in a broad sense, that is, the people and the culture of transmission and development needed to cultivate the society; On the one hand, regard ethnic education as an effective method and way for the coordinated development of society and people in ethnic areas. The value of national education is not only to cultivate people and to transmit and develop culture, but also to promote the prosperity, progress and development of national society. . [5]

Hu Yuping believes that ethnic education is the need for educators to achieve comprehensive development of mind and body; it is the need for ethnic groups and individuals to inherit the traditional culture of the nation; it is the need for the national region to penetrate the economic and social development of the region; The stability of the region, the realization of the common prosperity of all ethnic groups, and the need to strengthen the cohesiveness of the Chinese nation. Therefore, the task of national education in our country is to combine a national cultural background, cultivate a large number of qualified talents at all levels, and revitalize the economy of ethnic areas so that ethnic minorities can Prosperous development with the Han people. [6]

Starting from the realistic background of global integration and multiculturalism, Jin Zhiyuan pointed out that the development of national education should be established from the perspective of the past, present and future of national education, the three different diachronic, regional, national and global perspectives. Orientation and value orientation, national education should adhere to the national time zone and nationalization as a synchronic orientation. [7] Paying attention to and developing national education, in addition to consolidating frontier defense, maintaining social stability and national unity, implementing the party's national policy, and promoting national orientation such as national prosperity, economic development, and social progress, we should consider developing national education as a member of the nation. The need for development, humanity, and human rights, and the value orientation of national education should seek a balance between national orientation and national orientation [8].

Most of the current research is based on the overall orientation of this nation and country. This view fully takes into account the dual attributes of national education, namely nationality and sociality. This duality is reflected in: First, in all aspects of national education, first consider and adapt to the cultural environment of the nation, the development needs of the nation, and reflect the characteristics of the nation; second, in all aspects of education, we must also take into account the main ethnic group. The development and needs of the dominant unified country are, to a certain extent, influenced by the common cultural background of the nationalities dominated by the main ethnic groups. [9] Based on this understanding, in the theory of national education, it is emphasized

that national education must meet the needs of the development of ethnic minority members and ethnic areas, as well as the needs of the development of the country and society as a whole, and the satisfaction of the needs of the state and society is to satisfy Ethnic members and minority areas need to be premised.

4. Facing the World - the Perspective of National Education

In November 2015, UNESCO published an educational report on “Rethinking Education – The Transformation of the Idea of “Global Common Interest”.” The report proposes a new educational value orientation, that is, education is the common core interest of all mankind and the key to achieving global sustainable development. “This goes beyond the individual or national unit of thinking and rises to the height of the future development of the world and the entire human society.”[10]

In today's world, global integration is also an indisputable fact. Informatization has closely linked the world, and environmental issues of ecological problems have become common problems faced by all mankind. More and more ecological and social issues need to be addressed together and solved together. Human development is no longer confined to one region, one nation, one society, but must have an open vision. People are not just "national people", "national people", but also "world people." People and nature, people and society, and people have never needed to be interdependent as they are today, in order to survive and develop together. The world today faces many new problems, such as fragile economic development, uneven development, global ecological pressures, and growing international and regional conflicts. These problems threaten the survival and development of human beings. These problems depend on one's own power. The power of a country can no longer be solved and the world needs to work together. As an activity of cultivating people, although national education is only an integral part of the education of a certain country, it is also part of the education industry in the world. Naturally, it also needs to change perspectives and needs global awareness. According to the "Report", national education as a global common interest should pay more attention to the special significance of national culture, national human rights, and the natural geographical environment of the nation.

(1) Emphasizing the value of unique national culture

Culture is a complex whole that includes knowledge, beliefs, art, ethics, law, customs, and all other abilities and habits of those who are members of society. [11] National culture is formed by members of ethnic minorities in the long-term interaction with nature and society. It is the collective wisdom of the survival and development of ethnic members and profoundly affects every member of the nation. There are 55 ethnic minorities in China, and each ethnic group has its own distinctive national culture, which together constitutes a pattern of cultural diversity. National culture is a valuable asset of a nation and a country, and it is also the common wealth of mankind. The object of national education has been influenced by national culture since birth. First of all, it has become a nationality with national culture. This also determines that national culture is also the spiritual soil of national education, which makes ethnic education show its particularity. According to the Report, education should be based on humanism and share responsibility for respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and a sustainable future. Respect for cultural diversity has become the proper meaning of education worldwide. “Education should focus on cultural diversity. Through education, the diversity of cultural diversity of teachers and students and the diversity of the world of life can increase awareness of cultural diversity and improve the quality of education.” [12] The content of national culture and The way of inheritance plays an important role in modern education. On the one hand, national culture itself has great educational value, it is a good educational content, and diverse national culture makes the content of education richer and closer to the spirit of national members. On the other hand, the way of inheriting national culture in formal education can increase the variety of options of education, and it may be more acceptable for minority students to improve their learning efficiency.

(2) Respecting the power of minority members to receive education

The Report emphasizes that education is the right to human survival and development.

“Internationally, education is often described as a human right and a public interest. Education is a basic human right that guarantees the realization of other human rights.” [12] The Report states that “the right to education should be re-examined according to the current form”, “International Development Discussion Education is often a human right and a public good. Education is a fundamental human right and contributes to the realization of other human rights.” “The right to education, like other human rights, requires national political parties to focus on three areas of responsibility. Respecting people's right to education, protecting people's right to education and realizing people's right to education.”[13] In our country, members of ethnic minorities fully enjoy the right to education, and the right to education of ethnic minorities is mainly through the development of ethnic education. To achieve. Through a series of laws and regulations, the state determines and guarantees the right to education of ethnic minority members, and vigorously develops ethnic education through the formulation, implementation and financial support of national education policies and policies, and provides good conditions for the realization of the right to education of ethnic minority members. Through ethnic education, the knowledge and skills of ethnic members have been improved, and it has become possible to realize the dignity of ethnic minority members.

(3) Caring for the special natural environment in ethnic areas

The global ecological pressure is getting bigger and bigger, and environmental pollution and climate change are becoming more and more serious, which seriously threatens the survival of all mankind. Environmental issues have never been placed in an important position that affects people's survival and development. The realization of harmonious and sustainable development between man and nature has aroused great attention from all mankind, and education plays an irreplaceable role in environmental protection education. effect. The report states: “When re-examining the purpose of education, close attention to sustainable human development and social development dominates our thinking. Sustainability can be understood as the responsible behaviour of individuals and society at the local and global levels. To achieve a better future for all, let social justice and environmental management guide social and economic development.”[12]

Most of the areas inhabited by ethnic minorities are located in ecologically fragile areas. Especially the minority areas in the southwestern region are often located in the origin and upper reaches of the Dajiang River. They are in the core area of the ecological barrier. On the one hand, natural resources are enriched, on the other hand, they are destroyed. Sexual development has caused serious damage to the already fragile ecology. Education cannot directly solve the existing ecological and environmental problems, but education can promote the discovery and effective use of new and renewable energy sources by raising awareness of environmental issues among educated people. By strengthening environmental protection education and improving the environmental awareness of ethnic members and the ability to rationally develop and utilize natural resources, national education is not only related to the survival and development of a region or a country, but also has a global significance. “Education will be the key to achieving sustainable development and building a better world.”[12]

5. Conclusion

According to the current world's natural, social, human development and development needs and the trend of globalization, the national education has focused on the value orientation of the national region and the country, and the value orientation has turned to the common interests of the world. Quite necessary. We must look at national education from a global perspective, enlarge the pattern of national education, attach importance to the humanistic education role of national culture, emphasize the realization of the basic human rights of ethnic minority members, fully take care of the natural environment of ethnic areas, and realize people and society. Natural harmony and sustainable development, in order to have a longer-term development of national education, can also have regional sustainable development, sustainable development of the country, and even the sustainable development of the entire world.

Acknowledgement

This paper is the result of the project Self-organized Project of Sichuan Nationalities University - Research on Mental Health Status of Young Teachers of Sichuan Nationalities University Project No.: XYZB17003.

References

- [1] Decision of the State Council on Accelerating the Development of Ethnic Education [Z]. Guofa 2015, 46
- [2] Yang Changjiang, Wu Jixuan. On the Value Orientation of Rural Education in Ethnic Areas[J]. Research on Ethnic Education, No. 4, 1994
- [3] Yuan Xiaowen, Li Jin. The Core Value Orientation of Economic Modernization and National Education[J]. Journal of The Central University for Nationalities (Philosophy and Social Sciences), No.3,2004
- [4] YAN Qing. Understanding of the Function of National Education in China[J]. Journal of Xinjiang Normal University (Philosophy and Social Sciences Edition), 2006, No.1
- [5] Wang Jian. On the Value Orientation of National Education in China[J]. Qinghai Ethnic Studies (Social Science Edition),1996, No.1
- [6] Hu Yuping. Rethinking the Value of National Education[J]. Journal of Southwest University for Nationalities (Humanities and Social Sciences Edition), No.6, 2004
- [7] JIN Zhiyuan. The Value Orientation of Ethnic Education in the Perspective of Multiculturalism [J]. Journal of Southwest University for Nationalities (Humanities and Social Sciences),2010, 3
- [8] Jin Zhiyuan. On the Value Foundation of Chinese National Education[J]. Inner Mongolia Social Sciences (Chinese Edition), No. 5, 2011
- [9] Wang Xihong. On the Duality of Ethnic Minority Education[J]. Ethnic Research, No.3, 1999
- [10] Teng Biao. Education is the common core interest of all mankind - UNESCO's 70th anniversary of the establishment of a new educational concept [N]. China Education News, 2015-11-22
- [11] Taylor, Cai Jianguan compiled. Primitive culture [M]. Zhejiang People's Publishing House, 1988, p1
- [12] UNESCO. Rethinking Education: Towards a global common good, France, 2015:67, 75, 20
- [13] Quoted from Gu Mingyuan. New understanding of the nature of education [N]. Guangming Daily, 2016-1-5