Research on Multicultural Educational Activities in Social Sports in Ethnic Areas of Yunnan Province

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Abstract: This paper investigates multicultural educational activities in social sports in ethnic areas of Yunnan Province through literature, expert interviews and fieldwork, concludes that multicultural education in social sports in ethnic areas of Yunnan Province mainly consists of several aspects of culture stations, youth palaces and cultural activity platforms in villages.

Keywords: Yunnan Province, Ethnic areas, Social sports, Multicultural education.

1. Introduction

Yunnan is the province with the largest number of ethnic minorities in China, with Dehong Prefecture being the largest, with 24 counties, 439 townships and about 20,000 people. In addition to the Han Chinese, there are 25 ethnic minorities with a population of 4,000 or more, such as: Yi, Bai, Hani, Zhuang, Dai, Miao, Lisu, Hui, Lahu, Wa, Naxi, Yao, Jinuo, Shui, Mongolian, Brown, Dulong, and Manchu. Although there are large differences in cultural characteristics among different ethnic groups, multicultural education emphasizes the rationality of cultural differences among ethnic groups. In addition to the content of multicultural education in school education, multicultural education in society is also particularly important, and the study of exploring multicultural education in social sports is conducive to achieving true educational equity in ethnic areas and will broaden pathway in the search for educational equity.

2. Method

2.1 Literature Review

The literature of this paper consists of two main parts: First, we collect relevant historical materials, using various resources to collect papers, journals, books and other materials about multicultural education. Second, we collect data and information from textual materials, audio, video, pictures, and other first-hand information. Through organizing and analyzing the above materials, a solid theoretical foundation is laid for this study.

2.2 Expert Interview

The interviewees in this study were mainly experts in related fields. The interview method was face-to-face, and the interview content was mainly open-ended and unstructured. The interview basically covered the main topics of this study, and the interviewees all gave valuable opinions to this study to different degrees.

2.3 Fieldwork

Through in-depth visits to many culture stations, youth palaces, and villages in Yunnan, we examined the situation of multicultural education in social sports in the field and obtained relevant pictures, written materials, audio, and video materials to lay a solid foundation for the study.

3. Result

3.1 Background

3.1.1 State policy

In recent years, China has enacted a series of major policies to clarify the path of promoting the development of remote ethnic minorities.

A: Promoting the border and enriching the people Project

The project was launched by the State People’s Committee in 1999 and started in March 2000. The purpose of the project is to promote “enriching the farmers”, “developing the border”, “strengthening the country”, “making good neighbor”, upholding national sovereignty and territorial integrity, strengthening national border security, and guaranteeing the peaceful development of the border. This initiative has gone through several stages of pilot exploration, focused promotion, and comprehensive promotion, with remarkable results. In 2017, the General Office of the State Council released the “Thirteenth Five-Year Plan” for the Project to Promote the Borders and Enrich the People. The development goals proposed by the Project for Prosperity of the Border and Enrichment of the People are an important way to realize the multicultural teaching path in ethnic areas. From a cultural perspective, the “Prosperity of the Border” initiative should improve the standard of border schools, promote the all-round development of students, and strengthen the protection and transmission of the outstanding traditional culture of the nation. On this basis, border ethnic areas should carry out targeted multicultural education activities in terms of teaching methods, bilingual education, campus culture construction, and traditional ethnic culture, giving full play to the advantages and characteristics of different areas such as schools, families, and communities.

B: “One Belt, One Road”

The “One Belt, One Road”, an important initiative introduced by President Xi Jinping during his visits to Central Asia and Southeast Asia. In the strategic plan of “One Belt, One Road”,...
it is necessary to expand and develop education in border areas, cultivate high-quality talents, promote the learning of culture among countries, especially the culture of ethnic characteristics, and also promote the fine culture of the Chinese nation and improve the influence of Chinese culture in the world; develop bilingual and multilingual teaching, promote the interconnection between countries, and provide guidance for the construction of multiculturalism and the development of cultural diversity in border ethnic areas. On the other hand, to cultivate a group of comprehensive and high-quality talents, it is necessary to focus not only on students’ academics but also on the cultivation of their comprehensive development in the education in border minority regions. Therefore, in the way of implementing multicultural education, it is necessary to adopt various ways to carry out changes in education and teaching methods, to link inside and outside the classroom, to strengthen campus culture, to strengthen social practice of students, and to strengthen the cultivation of comprehensive quality for students.

C: Other related policies

Yunnan province has made some policies to encourage the development of minority cultures, and many schools have incorporated the best Chinese classics and the best elements of outstanding minority cultures into the daily life of students. In recent years, with the propagation of ethnic unity awareness to ethnic minorities, it is required to enhance ethnic cohesion and harmony in the cultivation of ethnic cultural diversity.

It is evident that governments are paying more attention to the border areas and promoting the diversified development of the border areas in all aspects. As can be seen from this series of policies and documents, the state has been actively supported and passed on in strengthening border culture, enhancing cultural exchanges, maintaining ethnic unity, and preserving border stability. The various purposes and requirements put forward in the process of formulating major national and local policies have both set forth a goal for the diversified development of border peoples and pointed out the direction for their development toward diversification.

3.1.2 Ethnic culture

Ethnic culture is an important support for the survival and development of a nation, and a powerful driving force for social progress and prosperity. As a multi-ethnic province, Yunnan’s ethnic culture has distinctive regional characteristics and ethnic features. It is a platform for a nationality to show itself to the outside world and a symbol of its uniqueness. Yunnan’s ethnic groups have created a brilliant ethnic culture, including both material and immaterial culture, in their own production and living practices.

In terms of material culture, different ethnic groups have different characteristics. First of all, in terms of food, each ethnic group in the border area has its own unique food habits. Among them, the food culture of ethnic minorities has distinctive regional characteristics. For example, the Dai people like sour and spicy flavor; the Yao people like brewing, and every family likes to make wine; the Miao people like pickled food, and every family makes pickled fish every year; the Buyi people like glutinous rice, and usually use the method of steaming. Secondly, as far as dress is concerned, dress is an important external characteristic of an ethnic group and the most intuitive way for ethnic groups to understand each other. Yao costumes are beautifully embroidered with patterns and flowers; Dai women mainly wear skirts with exquisite silver waist-binding skirts to show a beautiful female image. Finally, as a material culture, architecture is also one of the most important cultural phenomena. Due to geographical environment and historical development, etc., there are large differences among ethnic groups. Most of the buildings in border ethnic villages are built according to their hereditary customs and religious beliefs, mainly the Yi and Hani ethnic groups’ earthen palm houses; the Lisu, Nu and Dulong ethnic groups’ wooden houses; and the Buyi ethnic group’s slate and stone houses.

At the level of intangible culture, each ethnic group has formed its own distinctive characteristics in the course of long-term historical development. First, the ethnic dances are colorful. For example, the peacock dance of Dai, the wooden drum dance of Wa, the knife dance of Jingpo, the water drum dance of De’ang, etc. Although the dance forms of each ethnic group are different, they all reflect the ethnic cultural characteristics. Second, festivals are one of the most representative ethnic cultures. For example, the Hani’s Long Street Feast, the Dai’s annual Water Festival, the Yao’s Pan Wang Festival, the Hani’s Gatang Pa Festival, etc., show the traditional culture of ethnic groups in all aspects and are the best opportunity for ethnic cultural exchange. Third, language culture. Multi-ethnic groups live in the border areas, there are Dai, Yi, Lisu, Lisu, Lahu, Wa and other ethnic languages. Fourth, Religious Beliefs. As an ideology, religious beliefs and ethnic language and customs together form a unique ethnic landscape. The Dai people believe in Buddhism, and the Hui people believe in Islam. Religion has had a profound impact on ethnic culture, producing a large number of ethnic stories, myths and legends, and folk dramas, which have become an important part of Yunnan’s minority cultures. In short, the rich and diverse material and non-material cultures of Yunnan’s border are closely intertwined, creating a strong ethnic cultural atmosphere and forming a cultural ecology.

3.2 Multicultural Educational Activities in Social Sports

Through the investigation, the multicultural education activities of social sports in ethnic areas of Yunnan Province are mainly carried out in the following areas:

3.2.1 Culture station

As a grassroots organization of society, culture stations play a pivotal role in the spiritual civilization of the country, and it is of great importance to strengthen the construction of township culture stations for the prosperity of advanced socialist culture. The main task of the culture station is to propagate and promote the excellent Chinese culture and national culture, organize various cultural and sports activities, and promote the border people’s identification with the nation and the country through the culture station to maintain the stability of the border. In recent years, governments at all levels have also
increased the investment in culture stations, and constantly improve the rules and regulations, so that grassroots culture undertakings have been developed significantly. In particular, in recent years, the construction of rural culture stations around the country as a key project to grasp. Yunnan is located in the southwestern border area, with many ethnic minorities and a wide range of traditional folk sports of various ethnic groups, which play an active role in enriching the spiritual life of the people. For this reason, many regions have established culture stations with local characteristics according to local conditions, and actively carry out colorful social practice activities. For example, the culture stations in each township in Ruili City have carried out various forms of cultural and sports activities from the improvement of hardware facilities, the opening of farmhouse books and the organization of large folklore festivals. Some township culture stations have also built a number of multi-functional activity halls, sports and recreation rooms, non-heritage showroom, organized the Dai fruit carving exhibition, “my Chinese dream” culture and sports activities into the ten thousand families, ethnic square dance into the countryside and many other activities. In addition to various cultural and sports activities, the culture stations also carry out a series of educational activities, reaching out to communities, schools and villages to promote compulsory education policies, organize bilingual training courses, computer skills training, handicraft making competitions and other activities to improve the cultural quality of villagers and teach them practical survival skills. Through these colorful cultural activities, the border people’s sense of identity with their own traditional culture has been enhanced, and national unity and cohesion has been strengthened. All places are actively using these functions of culture stations to explore new ways of multicultural education, which not only enriches the cultural life of the border people but also enhances their national sentiment.

3.2.2 Youth palace

Since 2011, the Central Lottery Public Welfare Fund has been used for the construction of youth palaces in rural primary and secondary schools, which is crucial to the future development of a nation. With the support and incentives of national policies, Yunnan Province promotes multicultural education in a unique form. For example, Gengma County has developed various forms of cultural activities in schools and communities through the rural youth palaces, mainly: First, youth activity teams have been formed to play songs and dance in the youth palaces. Second, schools and rural children’s palaces have joined together to carry out various forms of cultural and educational activities. On the one hand, rural children’s palaces provide schools with a platform for various activities, and on the other hand, schools make development plans for children’s palaces and provide them with teachers, equipment and other resources. Although rural children’s palaces still have many shortcomings, they are still a spiritual place for rural children and a joyful “base camp” for rural children.

Mengla County Youth Palace is located in a middle school at the junction of the new and old urban areas of Mengla County, covering an area of 2,620 square meters with a construction area of 2,088.2 square meters. In recent years, Mengla County has taken the opportunity of national unification and development demonstration base to carry out out-of-school activities as an important work to develop national culture. In accordance with the instructions from the government, the Youth Palace has carried out a variety of ethnic and cultural activities according to local conditions. Firstly, they improve students’ interest in learning through various forms of training activities. These include: the game of Go, Guzheng, Elephant Foot Drum, photography, painting, calligraphy, technology modeling, etc., which broaden students’ horizons and enhance their multi-cultural quality. In addition, there are also ethnic specialties such as Dai dance “Ji Xiang Wu Drumi”, Hani dance “Heaven and Earth Ringing” and “Bao Cao Du”, Yao dance “Yao’s Yao” and Yi dance “Three Strings Playing to A Mei”. With its own practical actions, the Youth Palace has saved and preserved the local ethnic culture and made the students love ethnic arts and excellent traditional culture more.

3.2.3 Village cultural activities platform

Village cultural activity platforms play an important role in the inheritance and development of village culture. A good cultural activity platform can realize the purpose of inheriting history, promoting excellent traditional culture as well as promoting local social and economic harmony and stability, and injecting new vitality into the village. At present, some regions in China have begun to pay attention to the role of village cultural activity platforms and incorporate them into relevant planning to achieve the goal of preserving and utilizing cultural heritage and enhancing the cohesion and creativity of the people.

In Lincang, 222 townships, villages and communities have been named “Provincial Demonstration Units of National Unity and Progress” by the Provincial Ethnic and Religious Affairs Commission, 151 Demonstration Units of National Unity and Progress at the municipal level and 336 Demonstration Units of National Unity and Progress at the county (district) level. The total number of visitors reached 38,000 (times).

There are many unique cultural activity platforms in ethnic villages in Mengla County, Xishuangbanna Prefecture, Yunnan Province. For example, Mengla County has established cultural activity platforms in ethnic minority villages, built activity venues in ethnic minority villages, and organized various forms of ethnic cultural activities. Such as cultural recreation rooms, youth homes, basketball courts, etc., ethnic singing and dancing teams, youth amateur arts teams, and ethnic musical instrument teams have been established. These can not only cultivate the sentiment of the villagers, but also enrich the spiritual life of the villagers and better reflect the customs and feelings of different ethnic groups. The village committee of Mengla County demonstrates the ethnic cultural characteristics of its people by organizing the people of each ethnic group. For example, the Dai people dance the Dai dance every night in the square and learn to beat the elephant foot drum; the Hani people have the “Dongbo Saga dance” and the “three string dance”, and the Yao people have the “copper drum dance” and “long drum dance” as their music, which is cheerful and enthusiastic. Villagers of all ethnic groups learn various songs and dances from each other.
and live together in harmony. Then, for example, ethnic art performance teams and ethnic sports competition teams are established, and as of 2017, there are 10 ethnic art performance teams and 15 gyro teams in the county.

During the festival, the villages also held colorful traditional sports activities such as tug of war, archery, gyro, sandbag throwing and so on. The faces of villagers are full of laughter and happiness. The dazzling festivities reduce villagers’ bad habits and maintain the peace and social stability of the villages.

4. Conclusion

This paper investigates multicultural educational activities in social sports in ethnic areas of Yunnan Province through literature, expert interviews and fieldwork, concludes that multicultural education in social sports in ethnic areas of Yunnan province mainly consists of several aspects of culture stations, youth palaces and cultural activity platforms in villages.

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