A Study on Multicultural Education in School Sports in Ethnic Areas of Yunnan Province

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Abstract: This paper investigates multicultural educational activities in school sports in ethnic areas of Yunnan Province through literature, expert interviews and fieldwork, and concludes that multicultural education in school sports in ethnic areas of Yunnan province consists of school-based curriculum development, interest group activities, large-scale school events, and local ethnic festivals.

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

1. Introduction

Yunnan is the province with the largest number of ethnic minorities in China, with a total of 52 ethnic minorities, and the ethnic minority population in Yunnan accounts for nearly 1/3 of the total population, and the distribution of ethnic groups is characterized by large mixed and small settlements. Due to the differences in history, geography, level of economic development and religious beliefs, a rich variety of cultural types have been formed. With the establishment and continuous improvement of the modern education system, schools have become one of the main places to inherit and promote the traditional culture of ethnic folklore, and an important way for people to understand their own culture. Although there are great differences in cultural characteristics among different ethnic groups, multicultural education emphasizes the rationality of cultural differences among ethnic groups, and the study and exploration of multicultural education in line with national conditions is conducive to national stability and social harmony, and will broaden our 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 primary and secondary schools in Yunnan, we investigated the situation of multicultural education in physical education in schools, learned about school clubs, campus culture construction and other activities, and obtained pictures, written materials, audio and video materials to lay a solid foundation for the study.

3. Result

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

3.1 School-Based Curriculum

Schools in ethnic areas of Yunnan Province have developed a variety of forms of school-based curricula focusing on ethnic cultural heritage and penetration. For example, schools in Gengma County have developed local and school-based curricula integrating modern culture and ethnic cultures. The school-based curriculum is a collection of existing local ethnic cultural elements and the essence of modern culture, and is an important way to develop multicultural education.

Physical education class in Gengma County elementary schools changed the original simple and boring form of teaching. Through “playing gyroscope”, “sandbag throwing” and other games, not only can improve the interest of elementary school students in learning, but also cultivate children’s ability to work together and the spirit of hard work, enhance physical fitness, and promote healthy physical and mental development. At the same time, Gengma County primary schools adopt the combination of ethnic music and dance with modern student recess exercises, so that folk music and folk dance can enter the campus, breaking the monotonous set of class activities, realizing the integration of modern culture and ethnic culture, and reproducing the elegance of various ethnic groups and modern culture. In extracurricular activities, schools incorporate traditional ethnic sports activities such as stilt walking, sandbag throwing, gyro, archery, and bamboo dancing into students’ extracurricular activities, it is especially prevalent in boarding schools.

In addition to the flag-raising and radio gymnastics in ordinary schools, music teachers in Gengma County also fuse
This multicultural education has passed on the culture of each ethnic group and given the people of each ethnic group the opportunity to inherit the splendid civilization created by their ancestors. For example, the Dai Malu Dance, Peacock Dance and Colorful Butterfly Dance, all of which are recognized as intangible cultural traditions and a great treasure of the Dai people, are now passed down and developed in this way in the Gengma region, where few people know this skill; For example, Wa is an ethnic group represented by wooden drums dance, which are now hard to find in the market and must be made by local inheritors. Only Wa people who live deep in the mountains and forests know how to do it, and now they have inherited it in this way; like Jingpo dance, in Gengma County, where Han Chinese, Dai and Wa are the main ethnic groups, Jingpo people have passed it down in this way.

3.2 Interest Groups

Many ethnic schools organize colorful hobby groups according to students’ interests and development needs, taking into account local ethnic characteristics, ethnic advantages as well as the school’s foundation and conditions. There are both traditional sports and emerging sports, as well as ethnic folk games and various competitions or performances with distinct ethnic and local characteristics. These interest groups are all under the guidance of teachers and are diverse, rich in content, lively and engaging, adding vitality to the campus. Some of them have also been incorporated into the teaching of physical education classes in primary and secondary schools as an effective means of implementing quality education. For example, there are interest groups such as Peacock Dance, Wooden Drum Dance, Elephant Foot Dance, etc., modern sports such as basketball and checkers, and interest groups such as “folk dance”, “folk instrumental music”, “folk musical instrument making”, etc. all belong to such interest groups, which play a positive role in improving students’ overall quality and are welcomed by teachers and students. These interest groups aim at developing the sports awareness and ability of minority youth, stimulating students’ interest and motivation to participate in sports and exercise activities through colorful extracurricular activities, making them enjoy participating in sports activities and promoting the overall and harmonious development of their personalities. Such interest group activities are undoubtedly the main practical form of multicultural education and an important way to develop multicultural education.

Gengma County elementary school set up interest groups to create a relaxed learning atmosphere for students, cultivate their interests and improve their cultural skills. In the process of carrying out, the primary and secondary schools combined with the local geographical characteristics, organized a series of colorful interest group practice activities in accordance with local conditions, and achieved good results. The principle of one is to highlight the ethnic characteristics, and the other is to develop local resources. The elementary school activities are often scheduled on Wednesday and Thursday afternoons, and the activities are divided into modernized projects, ethicized projects and modernized ethicized combined projects. Some elementary school have Dai intangible cultural heritage dances (Malu dance, butterfly dance, peacock dance), some schools have elephant foot drums, wooden drums, waist drums, national defense team, fire department and environmental protection team. There are also some schools that have folk songs and dances. Obviously, this is practical for every school.

Such colorful interest group activities are the most direct and effective way to exercise students’ physical fitness as well as to adapt to the mainstream culture of the society. Whenever there is an interest group activity, the school becomes bustling with students from all classes doing different activities under the leadership of their respective teachers in charge. Some elementary school students also wear their own ethnic costumes and dress up the campus in colorful ways, as if it were a festival.

3.3 Grand School Events

In primary and secondary schools, the major school events include major festivals and annual special events, which are also the grandest events of the school, such as “June 1st” Children’s Day, Winter Sports Day, Water Festival, Youth Festival, and Team Building Day. In addition, there are also activities held to celebrate Teachers’ Day or to carry out various cultural and sports activities, such as the New Year’s Day singing contest, the Olympic Games knowledge contest, and the campus soccer tournament. These activities attract the participation of teachers and students with their distinctive features, and become an indispensable part of students’ lives.

The most unique and representative of the campus spirit and atmosphere is the “June 1st” celebration. “June 1” Children’s Day activities are generally divided into four major parts: team initiation ceremony, recognition and awards, garden activities, and cultural performances. Children especially like the garden activities, it has a lot of projects, simple props, full of fun, both boys and girls are in high spirits, children in this day can reap the joy of success, especially the usual poor performance of students, rarely praised by the teacher, often in this time to find happiness. In recent years, many schools have carried out colorful ethnic cultural activities during this period, which are not only welcomed by students but also attract many parents and local residents. Parents have taken photos and videos of these wonderful moments, which not only improve their children’s cultural literacy but also give them the confidence to pass on their
ethic culture, and also enhance their parents’ sense of identification with the local culture to a certain extent.

Winter Sports Day is an annual school sports feast, which generally includes the opening ceremony, entrance of the squad (flag guard, welcome team, drum and bugle team, referee team, etc.), entrance of athletes, firing of the gun, raising of the national flag, singing of the national anthem, speeches, representative speeches, cultural performances, athletic competitions, awards and closing ceremony. Its programs usually include all kinds of ball sports and athletic events, both team competitions and individual competitions, which unite students of different nationalities as a whole to cheer for the class. And the cultural performances often send out the school’s special teams, incorporating colorful ethnic cultural elements into the unique modern sports competition performances.

3.4 Local Ethnic Festivals

Yunnan is the province with the largest number of ethnic components in China. There are 25 living ethnic minorities, mainly Han, Yi, Bai, Hani, Zhuang, Dai, Miao, Lisu, Hui, Jingpo, Naxi, Yao, Dulong, Achang, Shui, Wa, Lahu, Tibetan, Brown, Pumi, Buyi, Kinuo, Mong, Manchu, Shui and Pumi. Due to the historical and natural conditions, each ethnic group has formed a pluralistic pattern with its own characteristics in its long-term production and life, showing the characteristics of diversity and homogeneity. There are many cultural clashes and exchanges among various ethnic groups, and government departments pay much attention to cultural heritage and exchanges, and various forms of celebrations are held on important days of various ethnic groups. Most of the events are held during school holidays, and most primary school students are excited to participate in a variety of ethnic activities. During the festivals, schools also promote the culture of each ethnic group, so that they can better understand the culture of each ethnic group and better understand the different customs of each ethnic group, so that they can get along with their classmates of each ethnic group and unity and cooperation. Especially the festival of students’ own nationality can inspire students to love their own national culture from their heart and enhance their national consciousness.

4. Conclusion

This paper investigates multicultural educational activities in school sports in ethnic areas of Yunnan Province through literature, expert interviews and fieldwork, and concludes that multicultural education in school sports in ethnic areas of Yunnan province consists of school-based curriculum development, interest group activities, school theme education, and local ethnic festivals. Based on the above findings, we give the following recommendations:

A: Increase funding and optimize resource allocation

In recent years, in order to promote the development of ethnic regions, the state and governments at all levels have been increasing their investment in ethnic education, from 24.5 billion yuan in 1996 to 493.1 billion yuan in 2015, an increase of 19.12 times over 1996. The state promulgated the Decision of the State Council on Basic Education and Development in 2001, Compulsory Education Law of the People’s Republic of China in 2006, and National Medium- and Long-term Education Reform and Development Plan (2010-2020) in 2010, all of which are important education policies that have played a positive role in increasing investment in education. Since 2001, Yunnan has established standardized schools in 25 borderline areas in accordance with national requirements, and has improved the quality and capacity of the teaching force by strengthening the training of teachers and improving the poverty backwardness of education in borderline areas. However, judging from the current status of education development in border ethnic areas, national and local finances at all levels still need to strengthen investment in education in remote ethnic areas and further optimize the allocation of resources.

B: Double-pronged policy implementation and talent training

In physical education, the relevant national regulations on physical education will be implemented, and local education departments will strictly enforce the national “Physical Fitness Standards for Students”, and use it as a major indicator to evaluate various efforts. Through the regular release of the physical fitness assessment of students, the community, parents, schools and students will pay more attention to physical fitness. In terms of teaching content, each class should be taught scientifically, and no other subject should take up physical education class time for any reason. Strengthen the physical education teachers in rural schools, coordinate the physical education teachers in urban and rural schools, and promote the overall coordinated development of urban and rural schools. Each primary and secondary school should provide full-time physical education teachers, improve the construction of physical education teachers in rural schools, improve their welfare benefits, and attract high-quality and excellent teachers to stay in rural areas to teach in order to further improve the quality of rural physical education. Secondly, through the training of in-service physical education teachers, they can grasp the latest educational ideas and education methods so that they can gradually reduce the gap between urban and rural teachers in the process of their own development. In addition, special admission programs can be implemented in minority areas to provide talents for rural physical education in minority areas.

C: Heritage and Innovative Multicultural Education Pathways
On the border area, education is tasked with the inheritance and renewal of traditional ethnic culture. First of all, in schools, it is necessary to carry out “general education” and “infiltration” programs to integrate the content of ethnic culture into the classroom and extracurricular life, so that students can understand and implement the content of ethnic culture both in class and after class. On the one hand, schools should integrate the content of ethnic culture into the teaching of general education or use the ethnic characteristics of the place to carry out school-based teaching; on the other hand, they should constantly carry out infiltration teaching with strong ethnic colors so that students can experience the cultural flavor of the ethnicity in real life. At the same time, schools should insist on multicultural education in regular form and maintain the original traditional groups of students. Secondly, at the community level, the path of multicultural education development in the community should be followed and expanded its. During the festivals of various ethnic groups, the unique charm of ethnic culture should be developed through ethnic songs and dances, ethnic musical instruments, and religious ceremonies. Third, for families, it is important to carry forward the role of exemplary parents in their daily lives to carry on the traditions and culture of the ethnic group. At home, parents teach their children the native language, crafts, cooking skills, etc. In addition, parents accompanying their children to festivals, weddings and funerals, religious rituals, etc., is also a necessary way of multicultural education.

Acknowledgements

This work was supported by the 2018 Yunnan Provincial Philosophy and Social Science Planning Project (Grant No. YB2018068) A Study on the Mechanism of Multicultural Integration in Physical Education in Ethnic Areas of Yunnan Province from the Perspective of Educational Equity and 2021 General Projects of National Social Science Fund of China (Grant No. 21BHY119) A Study on the National Identity Revelation of American Sports and the Casting of Chinese National Community Consciousness.

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