

Exploring of the Patriotism Education in Ethnic Colleges Based on Intangible Cultural Heritage

Jing An

Sichuan Minzu College, Kangding, Sichuan, 626001, China

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Abstract: Ethnic colleges are the frontiers of ideology in ethnic regions. How to embody characteristic education in ideological and political education in ethnic colleges, how to incorporate ethnic elements, and how to vigorously promote patriotism education are all inseparable from national culture and intangible cultural heritage. Embedding, closely combining intangible cultural heritage with ideological and political education in ethnic colleges, and embarking on a path with characteristics of ideological and political education in ethnic colleges is of far-reaching significance. We should bring forth the new, develop the rich ideological and political education resources contained in the national culture, continue the patriotism bloodline in the national traditional culture, and let the patriotism education run through the whole process of the students' faith education.

1. Introduction

Intangible cultural heritage is the symbol and spiritual pillar of a nation. For example, the Tibetan Thangka, Guozhuang, Tibetan opera and other intangible cultural heritage show the long historical and cultural traditions of the Tibetan nation and represent the glorious cultural heritage of the Tibetan nation. How to embody special education in ideological and political education in ethnic colleges, how to integrate ethnic elements, and how to vigorously promote patriotism education, are inseparable from national culture, the embedding of Tibetan intangible cultural heritage, and cultural support. Integrating the intangible cultural heritage with the ideological and political education in ethnic colleges is a far-reaching and significant path. In the era of electronic civilization, modern information technology and intangible cultural heritage are combined to bring forth the new. It is very important to develop the rich resources of ideological and political education contained in the national culture and to continue the patriotism in the traditional national culture.

2. Combine the Inheritance of Intangible Cultural Heritage with National Unity Education to Achieve the “Unity of Knowledge and Action” in Patriotism Education

National colleges start from loving the local intangible cultural heritage, as a starting point, carry out ideological and political education, and then emotionally extend to love their own nation, and finally rise to the emotional sublimation of national unity and love for the motherland and people. The formation of a new education concept of loving culture, loving the nation (national unity), and loving the motherland, through which the whole process of establishing a belief in patriotism for students is carried through. The inheritance of intangible cultural heritage is combined with the education of national unity to achieve the “unity of knowledge and action” in patriotism education.

2.1 Transform Cultural Education into Faith Education, and Teach Ideological and Political Lessons

The essence of ideological and political education is faith education, emotional identification education, and the guided education of “the unity of knowledge and action” embodied in the heart. “National unity, patriotism education” has always been a major issue concerning the overall situation. Doing a good job of patriotism education in ethnic areas is an education to win the hearts

of the people, and it is the core content of college students' ideological and political education. To do a good job of patriotism education in ethnic colleges, it must focus on ethnic and cultural factors, start with local characteristic culture, make the best use of the situation, strengthen college students' patriotic feelings, and promote national unity, so as to complete the goal of ideological and political education in ethnic colleges and cultivate patriotic knowledge Talent. Therefore, cultural education is transformed into faith education, and ideological and political courses are taught, and finally a specific teaching method for patriotism education in ethnic colleges is formed.

Transform cultural education into faith education, give good ideological and political courses, and follow this line of thinking. Sichuan Nationalities Institute has benefited thousands of students. For example, the school has set up the Kangba Intangible Heritage Research Center to carry out intangible cultural heritage on campus and classroom activities. , Let intangible cultural heritage become the existence within reach of college students. For example, the Tibetan Institute of Sichuan Nationalities University offers patriotic ideological and political education and intangible cultural heritage courses, and has graduated four courses with more than 800 students; the Fine Arts College of Sichuan Nationalities University offers patriotic ideological and political education and intangible cultural heritage courses and has graduated four students There are more than 600 students; the School of Education of Sichuan Nationalities University offers patriotic ideological and political education and intangible cultural heritage courses. It has graduated four times and the number has reached more than 600. The School of Music and Dance of Sichuan Nationalities University offers patriotic ideological and political education and has graduated Four-term students, the number is up to 500. The entire school has benefited thousands of students, and the patriotic ideological and political education of Sichuan University for Nationalities will shine.

2.2 Transform Emotional Recognition Education into Faith Education, and Teach Ideological and Political Lessons

Adjust measures to local conditions and combine the advantages of local cultural resources to transform external advantages into internal resource advantages in ideological and political courses, from ethnic local cultural identity to emotional identity, from loving national culture to loving national and motherland emotional identity, vivid, image, and tentacle Accessible emotional recognition education can enhance the appeal and persuasiveness of teaching, and strive to build an ideological and political theory course that is infinitely benefiting, moving, and always missed by college students. For example: The School of Music and Dance of Sichuan Nationalities University invited the national intangible cultural heritage project-Batang Xianzi inheritor Zhaxi and the provincial intangible cultural heritage project-Lan'an Guozhuang inheritor Huang Nenggui as the lecturer and on-site for the students Teaching Batang Xianzi and Lan'an Guozhuang. Through this teaching practice of intangible cultural heritage entering the classroom, the content of classroom teaching in the Music and Dance Academy has been expanded, and the distance between the students and the local intangible cultural heritage of Ganzi Prefecture has been shortened. Therefore, the education of emotional identity is transformed into education of faith. A good ideological and political course will eventually form a specific teaching method for patriotism education in ethnic areas.

3. The Inheritance of Intangible Cultural Heritage is Closely Integrated with Patriotism Education, and the Characteristics of Ideological and Political Education in Ethnic Universities Are Strengthened

2.3 Innovation in Teaching Methods of Patriotism Education in Ethnic Colleges-Using Intangible Cultural Heritage as a Medium

National colleges have unique cultural genes as support in ideological and political education. They extract cultural experience and cultural identity from cultural heritage, screen and sort them, and internalize valuable parts as part of the minds of college students, such as the Tibetan epic Gesa In Erzong, it embodies the indomitable spirit of King Gesar, defending his nation and the fighting spirit of his people, can be used as a model of patriotism education, so digging out patriotic education resources from intangible cultural heritage will get twice the result with half the effort

and train college students to become A responsible person and citizen. Therefore, we can innovate in the teaching methods of ideological and political education, and transition the content of patriotic ideological and political education from “basic knowledge” to “special lecture type”. For example: The Academy of Fine Arts of Sichuan University for Nationalities held a lecture on “Inheritance and Development of Asi Pottery in Aden, Daocheng, the Intangible Cultural Heritage.” Song Ju, the inheritor, introduced the background, classification and use of Asi pottery to students In order to understand the intangible cultural heritage, we will actively explore from “intangible cultural heritage into campus” to “intangible cultural heritage into classroom”.

The innovation of patriotic education and teaching methods in ethnic colleges solves the difficult problem of ideological and political courses for college students in ethnic colleges. It insists on taking morality and building people as the foundation, leading by socialist core values, and taking national unity and progress as the carrier, actively exploring and constructing And improve the education of “love culture, love the nation, national unity, and love the motherland”. For example, the students of Sichuan Nationalities Institute spontaneously organized the “Khampa Art Institute”, “Thangka Art Association”, “Guozhuang Association”, “Khampa Drama Troupe” and other cultures. As a group, college students’ ideological and political courses began to “take their heart.”

2.4 Innovation in the Teaching Process of Patriotism Education in Ethnic Colleges--Using Intangible Cultural Heritage as a Carrier

The teaching of patriotism education courses in ethnic colleges can be innovated into four major classrooms of “in class-after class-after class-network”, extending from class to after class and after class to build flexible and diverse patriotic ideological and political education four major classes . (1) Teaching in class as the first class: to teach traditional knowledge. (2) Sub-class club activities as the second classroom: colorful group activities, flexible and diverse patriotism education, entertaining and entertaining, for example: “Ganzi Prefecture Traditional Thangka and Folk Handicraft Works Exhibition” organized by the Academy of Fine Arts of Sichuan Nationalities University , Exhibits include traditional Thangkas of Karma Gazi created by teachers and students of the Academy of Fine Arts over the years, new Thangka paintings with unique craftsmanship and full of the times; there are also exquisite Khampa folk handicrafts, such as Baiyuhupo Tibetan knife, modeling The beautiful, ethnic, ornamental, and practical car model crafts in Waka Town also include mineral pigments and painting tools for drawing traditional Thangkas. At the painting exhibition site, students from the Academy of Fine Arts showed the thangka drawing on site, allowing the audience to more intuitively understand and get in touch with the traditional thangka drawing techniques and techniques. It can be seen that the colorful second classroom, with intangible cultural heritage as the carrier, has enriched the patriotism education and teaching in ethnic colleges, and at the same time promoted the protection and inheritance of the nation's excellent traditional culture, giving full play to the advantages and functions of college cultural inheritance and innovation. (3) Practical activities after class as the third classroom: Participate in various forms of practical activities in the region and nationality, and grasp the practical concept of “coming from national culture to national regions”. For example, the Academy of Fine Arts of Sichuan University for Nationalities, at the request of Madada Village, Cuoia Town, Dege County, established a seven-person poverty alleviation team and went to Maada Village, Cuoia Town, Dege County, which is more than 3700 meters above sea level, to carry out the construction of the “cultural wall”. During the work period, I was affected by the plateau climate. Although I participated in this work after screening students with better physical fitness, there were still different degrees of altitude sickness. After 12 days of hard work, I overcome various difficulties and achieved high quality. He completed the construction of the cultural wall, completed 4 sets of slogans, 9 wall paintings, a total of more than 300 square meters. The Academy of Fine Arts of Sichuan University for Nationalities has practiced the patriotic education and teaching concept of ethnic colleges with intangible cultural heritage through the practical concept of “from ethnic culture to ethnic regions”, which has achieved the goal of alleviating the poor and promoting college students. Love the nation and the motherland through culture.

Online education as the fifth classroom: strengthen network content construction, improve database construction, and accept the baptism of national culture more vividly. Optimize the patriotic ideological and political education system, focus on the teaching goals of patriotic ideological and political education at the levels of knowledge structure, teaching content, teaching methods and teaching methods, and teaching processes, and form a new model of patriotic education with characteristics in ethnic universities. The innovation of the teaching process of patriotism education in ethnic colleges has solved the fundamental problems of “teaching” and “learning”, realized the harmonious unity of national unity and patriotic ideological and political education, and scientifically constructed “cultural education-national unity education-patriotism” Education” system and mechanism.

2.5 Innovation in the Management of Patriotism Education and Teaching Organization in Ethnic Colleges--Assisted by Intangible Heritage

Sichuan University for Nationalities adopts the method of “one main and one auxiliary”, while offering ideological and political courses in various colleges, it also offers intangible cultural heritage courses as auxiliary courses for ideological and political courses to deepen the understanding of ideological and political courses. For example: Tibet Academy offers intangible cultural heritage courses: Tibetan calligraphy, Appreciation of Gesar Historical Records; Fine Arts Academy offers intangible cultural heritage courses: Thangka Techniques, New Thangka Creation, A Brief History of Tibetan Art, Appreciation of Tibetan Decorative Art, Tibetan Pattern Design; Education The School of Science offers intangible cultural heritage courses: Kham-Tibet history and culture, Khamba folk literature; the School of Music and Dance offers intangible cultural heritage courses: Khamba ethnic folk dance foundation, Khamba folk song singing, Khamba folk musical instrument foundation. Through the “one main and one auxiliary” approach, the acceptance of national culture and national sentiment of college students has been further improved, and the quality of patriotic ideological and political education has also been improved.

Innovation in the management of patriotism education and teaching organization in ethnic colleges-with the assistance of intangible cultural heritage, certain achievements have been made in Sichuan Nationalities Institute, such as: the Central School Department of the Communist Youth League, the Secretariat of the National Student Federation, and the Office of the National Youth Work Committee Students’ thangka works were highly praised; the Thangka Art Association of Sichuan Nationalities Institute was awarded the “National Outstanding College Student Chinese Studies Association” by the Central School Department of the Communist Youth League, and at the same time nine thangka works and two were sent to the Thangka Art Association. Tibetan calligraphy works are highly recognized. All these show that it is feasible to use intangible cultural heritage as a supplement to carry out patriotic education and teaching organization management innovation in ethnic colleges. For another example, Sichuan University for Nationalities guided teachers and students to firmly establish a correct view of nationality and culture through the activities of “Walking Khampa and Shooting Khamba”, and promote Chinese excellent traditional culture and patriotism. “Activities” to collect materials for residential buildings in Khampa. The activities of “Collection of materials for residential buildings in Khamba” and “walking to Khamba” activities are of far-reaching significance for teachers and students to learn about national culture, love national culture, and prosper campus culture. , Is a typical example of the proper combination of intangible cultural heritage protection and patriotic education.

3. Combine Modern Information Technology with the Inheritance of National Intangible Cultural Heritage to Strengthen Patriotic Ideological and Political Education

The General Secretary of the CPC Central Committee Xi Jinping emphasized on the issue of cultural industry development: to promote the high-quality development of the cultural industry, in which cultural soft power is the core of the soft power structure, and intangible cultural heritage as a key part of the cultural soft power, how to find in the fierce competition It is imperative to advance the orientation of development and create a new glorious national intangible cultural heritage. How

to enhance the perfect integration of intangible cultural heritage and modern information technology is imperative.

As the number and types of intangible cultural heritage protection are numerous and complex, the protection of intangible cultural heritage should be carried out by various means. In the digital age, the use of specialized scientific equipment and technical means can make intangible cultural heritage protection more perfect.

3.1 Combining Modern Information Technology with the Inheritance of National Intangible Cultural Heritage

When the various data of intangible cultural heritage are collected, the intangible cultural heritage data is sorted and recorded by means of informatization technology, and the intangible cultural heritage data is recorded dynamically, comprehensively and truthfully by means of sound recording, video recording, and digital media. The process of intangible cultural heritage database, the construction of intangible cultural heritage information database includes: storage system, description system, data processing integration system, retrieval system, backup system and database security and sharing, etc., using network technology, multimedia technology, document retrieval and other technologies , Combined with the mainstream B/S technology structure on the Internet, using the constantly mature new web browser technology, combined with multiple Script languages and ActiveX technology, to achieve the integration of intangible cultural heritage information resources, to achieve scientific classification and management, through The construction of the heritage database can improve the utilization and retrieval efficiency of intangible heritage information, and achieve better records, preservation and dissemination of intangible heritage.

At the same time, digital technology can be used to build intangible cultural heritage digital museums, allowing users to view intangible cultural heritage materials at home through the Internet, multimedia, and image digital technology, and to experience intangible cultural heritage information in a three-dimensional and multi-functional manner. What we can think of as digital cultural museums abroad is the digital Louvre and the digital Michelangelo project. The construction of intangible cultural heritage museums can allow more groups to experience intangible cultural heritage and increase the protection and spread of intangible cultural heritage.

Since there are still irrationalities in the management of intangible heritage, how to use information technology to retrieve and manage intangible heritage resources is very important. Adopt advanced resource retrieval and management methods to manage cultural heritage. Use a variety of storage methods and induction management methods to ensure that the system can be used normally. The search methods and management methods used in the process of cultural heritage protection are realized through the cooperation of digital resource libraries and multiple sharing platforms. Sichuan Nationalities Institute is conducting the search and management of intangible cultural heritage resources using information technology. For example, the Sichuan Nationalities Institute negotiated with the Ganzi Tibetan Autonomous Prefecture Culture, Radio, Television and Tourism Bureau, the Prefecture Cultural Center, and the Prefecture Culture, Radio, Television and Tourism Bureau to share the “Ganzi Prefecture Song and Dance Database”. The Ganzi Prefecture government department said: After the “Ganzi Prefecture Song and Dance Database” is launched and the online service is opened, it will definitely support the Sichuan Nationalities Institute to share the database. This school-local cooperation is of great significance in protecting, inheriting, and promoting Ganzi Prefecture's folk songs and dances, folk music and other intangible cultural heritage.

3.2 Use Modern Information Technology to Strengthen Patriotic Ideological and Political Education

Xi Jinping, General Secretary of the Central Committee of the Communist Party of China, emphasized that the core of the Chinese national spirit is patriotism, which has been deeply rooted in the hearts of the people of all ethnic groups and has become a part of the Chinese nation's genes. Patriotism education can lead society forward in ethnic areas and is a huge potential for national

development. For ethnic universities, it is of great significance to firmly grasp the ideological position and do a good job in patriotism education.

Today's ethnic colleges can use modern information technology and advanced intangible cultural heritage management concepts in the digital age to build intangible cultural heritage museums and build intangible cultural heritage databases, so that college students in ethnic minority regions can have more intuitive and three-dimensional access to intangible cultural heritage information and love the people around them. Culture, and thus love one's own nation, and then love one's motherland. Let patriotism education run through the whole process of students' faith education from one to the end.

4. Conclusion

The Tibetan intangible cultural heritage is the symbol of the Tibetan nation. It contains the unique cultural awareness of the Tibetan nation and is the basis for maintaining cultural identity. The intangible cultural heritage is closely integrated with the ideological and political education in ethnic colleges, and it is a characteristic of the ideological and political education in ethnic colleges. Road, thus continuing the patriotism bloodline in the national traditional culture, is of great and far-reaching significance.

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