



On the Countermeasures for the Educational Inheritance of the Intangible Cultural Heritages of the Man Ethnic Group: Taking Liaoning Province as an Example

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Supported by the Federation of Social Sciences in Liaoning Province in 2014, “The Educational Inheritance and Protection of Intangible Culture Heritage of the Man Ethnic Group in Liaoning Province” (2014slsktzimzx-03).

Received 15 December 2014; accepted 1 March 2015

Published online 25 March 2015

Abstract

Education, as an important way of spreading human civilization, has the far-reaching influence on the cultural heritage and development. Educational inheritance of the intangible cultural heritage is one of the best forms of protection at present. This paper mainly analyses the current situation and problems of educational inheritance of the intangible cultural heritages of the Man ethnic group in Liaoning province, and puts forward the corresponding countermeasures, in order to provide ideas for their educational inheritance and protection.

Key words: Man ethnic group; Intangible cultural heritage; Educational heritage

Li, W., & Wang, X. J. (2015). On the Countermeasures for the Educational Inheritance of the Intangible Cultural Heritages of the Man Ethnic Group: Taking Liaoning Province as an Example. *Cross-Cultural Communication*, 11(3), 1-6. Available from: <http://www.cscanada.net/index.php/ccc/article/view/6635>
 DOI: <http://dx.doi.org/10.3968/6635>

INTRODUCTION

Along with the awareness of the inheritance and protection of the intangible cultural heritage increasing gradually, it has become a more common view that education is

an effective way of inheritance. The intangible cultural heritages of Man ethnic group are the crystallization of the ethnic wisdom. However, the traditional cultural ecology of the Man ethnic group is undertaking huge changes. As a result, the intangible cultural heritages are facing serious threats. Therefore, the school should take the responsibility and obligation for the inheritance and protection of intangible cultural heritages of the Man ethnic group. The educational inheritance of Man intangible cultural heritages is of great significance for its heritage, protection and development.

1. THE INTANGIBLE CULTURAL HERITAGES OF THE MAN ETHNIC GROUP IN LIAONING PROVINCE

As the gathering area of ethnic Man people, Liaoning province has a large number of precious intangible cultural heritages of full range, which mainly includes folk literature, folk music, folk dance, folk art, traditional handicrafts, and folk customs, etc.. Among them, the folk literature mainly includes the Man folk stories in Fushun, Benxi, Liaodong and Dongling, Shenyang. The folk arts include the Man paper-cut in Xiuyan, the Yiwulu Mountain, Xinbin, Xifeng and Chuhunzhi, the Man folk embroidery in Xiuyan and Jinzhou, and the Man pouches in Fengcheng. The folk music includes the Man single drum and the folk songs in Xiuyan, the Yangko of Man in Xingcheng, the Taiping Yangko in Benxi County, and the Diyangko in Fushun and the Man Diyangko, etc.. The folk sports include the Man pearl ball in Fengcheng. The traditional handicraft is the traditional brewing technology in Yonglong Quan, Benxi. Many of these heritages are of high historical and cultural value. For instance, the Man paper-cut in the area of Yiwulu Mountain has a history of 400 years, which mainly reflects the integration of Shaman culture of the Man ethnic group and farming

culture of the Central Plains. The Diyangko in Fushun has a heavy flavor of the Man ethnic group, which mainly reflects the Man people's work, life and social activities. The Man folk stories, popular in Liaodong area, feature the national life such as cutting firewood, hunting, silkworm feeding, fishing, and farming. The shadow puppet play in Xiuyan embodies the integration of the Han and Man culture, with strong emotional coloring. The Man folk embroideries in Jinzhou and Xiuyan fully express Man people's longing for a better life. The Man pearl ball is derived from traditional pearl fishing activities. All of these have been included in the list of national intangible cultural heritage. The protection and inheritance of the Man intangible cultural heritages in Liaoning province is critical for the promotion of Liaoning cultural soft power.

2. THE NECESSITY OF EDUCATIONAL INHERITANCE OF THE INTANGIBLE CULTURAL HERITAGES OF THE MAN ETHNIC GROUP IN LIAONING PROVINCE

2.1 Promote the Value Construction of Man Excellent Core Culture, and Enhance Confidence in the Ethnic Culture

The intangible cultural heritage of the Man ethnic group is the important carrier of Liaoning's regional history and culture. The existing Man intangible cultural heritages are very precious. But in the face of multiple environmental changes, there is no successor for them. Those Man folk songs which reflect the worshiping ceremonies, labor, games and customs of the Man ethnic group, the paper cuttings and embroideries with heavy Man flavor, the Man yangko with rich ethnic and local characteristics, and the interesting folk stories, etc. constantly disappear, due to the death of the older artists. Therefore, it is a brook no delay task to take effective measures actively for the protection of intangible cultural heritages. The school is the center of education and culture, and also the important driving force of cultural construction, which takes the responsibility and obligation for educational inheritance and protection of intangible cultural heritages. Understanding the core value of Man intangible cultural heritages correctly, making full use of the excellent Man cultural heritages, and constructing the unique system for their educational inheritance, will promote the value construction of outstanding Man core culture, and enhance confidence in the ethnic culture.

2.2 Highlight Education's Advantages of Serving the Society and Provide the Experience of Educational Practice in Protecting Cultural Heritages

Education is the platform of the cultural heritage, development and innovation. The introduction of

the essence of Man intangible cultural heritages into the education and teaching can not only highlight education's advantages of serving the society, and is also its specific manifestation. The education at all levels in every part of Liaoning takes it as its mission to serve the local culture and promote economic development. So the schools should give full play to their strengths in the educational inheritance of the Man intangible cultural heritages. Education on the intangible cultural heritages in primary schools and middle schools will make students set up the correct world outlook and values, which is the mission of the society and the nation, and also its specific manifestation of serving the society. With the seminars on the education and teaching of intangible cultural heritages in Chinese higher education institutions, the Man intangible cultural heritages officially enter the Liaoning's higher education system. Colleges and universities own strong faculty force. The rich intellectual capital not only provides a solid theoretical support for the protection of Man intangible cultural heritages in Liaoning, but also provides valuable educational experience for the protection and development of ethnic cultural heritages.

2.3 Promote the Educational Aesthetic Value of Cultural Heritages and Seek the Effective Model of Educational Inheritance

The intangible cultural heritages of the Man ethnic group in Liaoning have high historical cultural values and educational aesthetic value. They are the deposit of the history and culture of the Man ethnic group. They reflect the evolution process of the historical and cultural tradition and culture of the Man ethnic group. Their educational aesthetic value lies in their rich ethics and morals, cultural knowledge and aesthetic tastes, which can enlighten sentiments, improve and develop people's abilities and qualities. Therefore, actively carrying out the work of educational inheritance of Man intangible cultural heritages in Liaoning, helps students to develop their aesthetic qualities, to cultivate their spirit of innovative development and practical and operational abilities, so as to promote their comprehensive qualities. The educational inheritance of the intangible cultural heritage can also change the situation that the inheritance chain is on the verge of breaking. Through the publicity and education of traditional folk stories, music and dance etc., students will have deeper understanding and knowledge of the Man outstanding intangible cultural heritages, so as to participate in them actively. Schools at all levels conduct developmental education and inheritance, continuously cultivate students' interest and hobbies, seek an effective teaching model of inheritance, and cultivate a new group of successors of intangible cultural heritages, so as to establish the benign environment and atmosphere for their learning and protection.

3. THE CURRENT SITUATION AND PROBLEMS OF EDUCATIONAL INHERITANCE OF THE INTANGIBLE CULTURAL HERITAGES OF THE MAN ETHNIC GROUP IN LIAONING PROVINCE

3.1 The Current Situation of Educational Inheritance of the Intangible Cultural Heritages of the Man Ethnic Group in Liaoning Province

The inheritance and protection of Man intangible cultural heritage resources has been a priority of the cultural work of Liaoning Province. The government not only increases the investment of fund, policy and so on, but also actively takes various measures to promote the heritage and protection progress. The Liaoning provincial government issued “*The Implementation Opinions on the Further Prosperity and Development of the Ethnic Cultural Undertakings in Liaoning Province*”, the Provincial Department of Culture actively strives for state funds, to mainly support 7 programs on the list of Man intangible cultural heritages and their representative successors. The provincial government also set up special funds to support the 21 programs on the list of provincial ethnic intangible cultural heritages and their representative successors. Since 2006, Liaoning province holds exhibitions of intangible cultural heritages in Liaoning every year, and all cities and counties have also attached great importance to holding expositions and exhibitions. The Man intangible cultural heritages in Liaoning also often appear in cultural exhibitions in other provinces and cities. The Man embroidery in Wuyijinshan, Jinzhou, Liaoning, appeared in the China Pavilion in the Shanghai World Expo, as a representative of the Chinese national culture, which received praise from friends at home and abroad. In recent years, the governments at all levels in Liaoning province and relevant departments gradually pay attention to the inheritance and education of intangible cultural heritages in juveniles, and carry out the activities of “Indigenous Culture Into the Campus” in primary and middle schools. Many primary and middle schools in the areas with intangible cultural heritages have answered the call, starting to try hard for introducing intangible cultural heritages into the campus, which has achieved remarkable results. Some schools in Shenyang participated in the key program of the Ministry of education in the National Education and Science “Twelfth Five Year Plan”, i.e. *The Research on the Campus Inheritance of Intangible Cultural Heritages*. The research covers a wide range and focuses on the strategic research of heritage and education of the intangible cultural heritage. While carrying out the basic education, many primary and secondary schools in cities, counties and towns compile the text books according to the

characteristics of the local cultural knowledge, actively carrying out the teaching practice of the ethnic and folk culture on campus. The Hunnan No. 1 Primary School in Shenyang takes the Man national intangible cultural heritages as the starting point of the art class on ethnic and folk culture, inheriting the outstanding ethnic culture and art. Through the elective courses on the Man history and cultures, etc., it teaches students according to their aptitudes, providing education platforms for students at different levels and with different interest, training them systematically. At the higher education level, colleges and universities started late for the education and inheritance of the intangible cultural heritages in Liaoning province. At present, some colleges and universities have tried to participate in the protection of intangible cultural heritages, actively joining the survey, research, protection and educational heritage of the Man intangible cultural heritages. Bohai University, and Shenyang University also offers relevant courses, but the majority has not yet started.

3.2 The Problems With Educational Inheritance of the Intangible Cultural Heritages of the Man Ethnic Group in Liaoning Province

Although the primary and secondary schools and institutions of higher education in many parts of Liaoning Province have gradually carried out the education on Man intangible cultural heritages on campus, and have initially developed diverse educational forms, which has achieved some results. But generally speaking, some problems are still prominent with educational inheritance of Man intangible cultural heritages. They are mainly manifested in the following aspects:

3.2.1 The Local Government’S Efforts for the Protection Are Not Enough, and the Educational Inheritance of the Intangible Cultural Heritage Lacks Fund Guarantee

At present, although the government has increased efforts in policy and funding, but compared with other provinces, the educational inheritance and protection of the Man intangible cultural heritages in Liaoning is still insufficient, lacking long-term effective protection mechanisms. And in the operating process, some problems also exist, such as the lack of effective supervision. In addition, it is very obvious that the educational inheritance of the intangible cultural heritages lacks the fund guarantee. All over the province, no fixed and special fund is invested into the educational inheritance of intangible cultural heritages in the primary and secondary schools. The cities with slightly better conditions also only offer some limited financial help to the primary and secondary schools, for the purchase of some relevant equipments and performance props. So many schools said they were unable to do what they hope to for the educational inheritance of intangible

cultural heritages. The fund for the educational inheritance of Man intangible cultural heritages cannot be guaranteed, which will greatly hinder its sustainable development and the long-term protection.

3.2.2 The Teaching Staff Engaged in Education and Research on the Man Intangible Cultural Heritages Are Insufficient, and the Teaching Force Is Not Strong

The intangible cultural heritages are passed from generation to generation mainly through oral teaching. The fact cannot be ignored, that the rare Man intangible cultural heritages can only be mastered by a few cultural successors. If schools want to participate in the protection of intangible cultural heritages, and to offer relevant courses, they need to employ folk artists as teachers. But for a variety of reasons, the living situations of old folk artists are not optimistic. Many are old, and the number is declining. There are some problems with the source of teachers. In addition, currently most primary and secondary schools are not staffed with full-time teachers for the inheriting education of intangible cultural heritages; relevant courses are mostly given by senior teachers, and young teachers are not willing to give courses or not competent for the teaching work. This is also a prominent problem. Some schools with better conditions and those who pay more attention to the education of intangible cultural heritages, also specially arranged for some teachers to attend the teaching training, and some schools also invited some successors to the school to teach students. But in general, most of the primary and middle schools are not staffed with full-time teachers, nor are the school teachers given special trainings. Consequently, it is not easy to guarantee the quality of the educational inheritance of the intangible cultural heritages. In the college level, the colleges also lack professionals who are specialized in the research of the intangible cultural heritage and relevant industries. They are short of talents for the education on the inheritance, protection, development, management and research of the intangible cultural heritages.

3.2.3 The Development of Relevant Courses and Textbooks Is Not Perfect, Without Systematical Curriculums

At present, in the schools in Liaoning that carry out educational inheritance of the Man intangible cultural heritages, the elective, appreciative and practical courses are the main forms of courses concerning the intangible cultural heritages. The curriculum is lack of system, and the teaching goal is at the level of basic understanding. After the course, students may have a certain understanding of the Man intangible cultural heritages, but most of the content probably just stays in short-term memory stage. After a period of time, the knowledge will gradually become blurred and even be forgotten. As a result, the teaching goal cannot be achieved. Of course, because of the numerousness of the materials on the intangible

cultural heritages, and the relative complexity of collecting and sorting work, it is very difficult for some schools to organize the compiling of teaching materials. The quality of the textbooks in use is generally not good, and there is even no textbook in some courses. In the colleges and universities, at present, educational inheritance of the Man intangible cultural heritages, has not been included in the conventional teaching program. Some colleges and universities list the courses on the cultural heritage in courses of general education, but the number of students who choose them is not promising.

3.2.4 The Teachers and the Students Do Not Pay Enough Attention; The Enthusiasm Is Not High; and Education Time Is Not Enough

To some extent, education on the intangible cultural heritage in Liaoning province has been brought into the scope of “quality” education curriculum, but the feedback from the practice is that most schools take it as a form of displaying the achievement of quality education. There are very few people who are really aware of the important status of the educational inheritance of the intangible cultural heritage. Quality education often stays at the surface. Especially in the current education system in which high scores are still critical, students still have heavy pressure, especially in primary and secondary schools. Even if the students really love the national culture, like folk songs, dances, embroidery and other intangible culture courses, facing the pressure of competition, they had to temporarily abandon their preferences. In order to improve students’ scores, the teacher occasionally takes up the time for intangible culture courses which are listed as the elective or appreciative courses. In addition, some parents also say that although in the heart they also agree that is the educational inheritance of the intangible cultural heritage can make the students know and inherit some of the excellent national traditional culture, but also worry that too many activities on it will take up the children learning time, affect the child grades. In this case, it is really difficult to carry out the education of the Man intangible cultural heritages.

4. COUNTERMEASURES FOR PROMOTING THE EDUCATIONAL INHERITANCE OF THE INTANGIBLE CULTURAL HERITAGES OF THE MAN ETHNIC GROUP IN LIAONING PROVINCE

4.1 Strengthen the Official Protection and Publicity; Widely Arouse the Enthusiasm for the Educational Inheritance of the Intangible Cultural Heritage

The local government of Liaoning province should strengthen the support and protection of the educational

inheritance of the Man intangible cultural heritages in policies, set up special education funds, and supervise the implementation. The relevant departments should intensify the publicity; widely arouse the mass's awareness of protection and inheritance of Man intangible cultural heritages in Liaoning. It can be set up special web sites of the national intangible cultural heritages, start newspaper columns or special TV programs, to make more people understand and master them. In short, through all publicity channels, intensive publicity is carried out, to widely arouse the enthusiasm of whole society for participating in the educational inheritance of the intangible cultural heritages. Education departments can arrange for the pupils the touring to the intangible cultural heritages, like "Happy Winter and Summer Vacations, Coming with Me". In the libraries or museums, they can organized various exhibitions and performances like animation and books, which include the content about the Man ethnic intangible cultural heritages, such as the shadow puppet play, paper-cut, yangko dance, and the folk tales, to arouse the children's interests in them. The publicity effect is far-reaching, gradually guiding the children to develop the sense of responsibility and mission for the protection of Man intangible cultural heritages in Liaoning.

4.2 Strengthen the Construction of the Teaching Teams for the Intangible Cultural Heritage; Carry Out the Education of Professional Talents

In the present era, higher education should become the important way of inheriting the intangible cultural heritage. Colleges and universities should make teachers' training programs for the course of the intangible cultural heritage, making plans to train the relevant teachers in primary and secondary schools and college lecturers in batches. Teachers should hold regular teaching seminars and some artistic practice, to train a number of professional teachers for protection, scientific research and heritage all together. The education of the intangible cultural heritage often relies on the master apprentice inheriting mode. We can make full use of the "Liaoning Province Inheritance Program for Famous Teachers and Masters of Intangible Cultural Heritages", which was launched by the Culture Department of Liaoning province throughout the province, inviting the famous teachers, masters and representative successors of the traditional drama, folk arts, traditional arts and so forth, to hold relevant trainings of knowledge of skills at proper time and to participate in specialty construction and education and teaching, so as to cultivate the important talents for the protection of folk arts. The departments of historical culture and tourism in some colleges and universities, should offer courses on the intangible cultural heritage, and set the relevant specialties and recruit students. The successor

of the folk culture and intangible cultural heritage should be introduced into the higher education, to cultivate talents of all types and all levels for its inheritance and development, management and research, so that the higher education institutions become the main body for its inheritance development and creation. Teachers in the primary and secondary schools can regularly participate in the training to improve theoretical accomplishment, so as to take the important task of educational inheritance of Man intangible cultural heritages.

4.3 Innovate the Teaching System of the Educational Inheritance of the Man Intangible Cultural Heritage; Improve the Curriculum Construction

The educational inheritance of the Man intangible cultural heritages should also stress the discipline innovation and development and improvement of the curriculum construction. We should introduce the education of the intangible cultural heritage into the teaching systems at all levels and set relevant courses reasonably. We should continue to dig deeply for the essence of the Man culture and arts, and write the unique Man culture in the textbook and introduce it into the classroom. At present, in the primary and secondary schools, many practical educational contents can be combined with some existing courses. For example, the learning of Man Mangshi dance or instrumental music, etc. can be integrated into the music class, the learning of national handicrafts, such as the Man embroidery, paper-cut, into the handicraft classes; and the learning of national sports such as the Man pearl ball into the physical education. Education of the intangible cultural heritage can also integrate into the campus cultural activities, for instance, popularizing in schools the break calisthenics adapted from the ethnic dance, encouraging the performances of ethnic songs and dances in the school art activities, and publicizing and displaying the Man intangible cultural heritages in various forms, such as pictures, texts, videos and real object exhibitions, etc. in the school library. As for higher education, they should adjust the specialty structure and broaden the professional approach. They can try to go into the areas with cultural heritages to conduct the field study, and collect and sort out cultural heritages, so as to break the pattern of the text style and school style, make the heritage alive, and make the teaching and inheritance integrated into each other. The specialty of Tourism Management in Bohai University and Shenyang University can set up the direction of the Development and Management of Cultural Heritages; the School of Dramatic Art in Shenyang Normal University can offer the dance classes of Man dances, in order to adequately and moderately combine the protection and inheritance of the cultural heritages with the development of cultural industry. Through the innovative practice of the cultural heritage, the education of Man culture and quality education coordinates well, giving full play to the

school education in the protection and inheritance of Man intangible cultural heritages.

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