

# MANAGING AND DEVELOPING AN EDUCATIONAL MODEL THAT PRESERVES AND PROMOTES THE VALUE OF TRADITIONAL CULTURAL IDENTITIES OF LOCAL ETHNIC MINORITIES IN ETHNIC MINORITY BOARDING SCHOOLS IN THE CENTRAL HIGHLANDS

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Preserving and promoting traditional cultural identity values is a national sustainable development strategy, a common task of the whole society, in which education plays the most important role, also by way of education and training. Through education, material and spiritual values, rich practical experiences, behavioral experiences, lifestyles, languages, customs, practices, cuisine, costumes, etc. Ethnic minorities are handed down, preserved, and connected between generations. Education helps students understand the traditional cultural identity, respect, preserve and promote the value of the traditional cultural identity of their nation, respect the value of the cultural identity of the British peoples, other children. This article has outlined the status of education to preserve and promote the value of traditional cultural identities of local ethnic minorities in ethnic minority boarding schools in the Central Highlands, thereby proposing a system of management solutions to develop educational models that preserve and promote the values of traditional cultural identities of local ethnic minorities in ethnic minority boarding schools in the Central Highlands in the current period.

**Keywords:** *Model development management; Education to preserve and promote traditional cultural identity values; Local ethnic minorities; Boarding schools for ethnic minorities; Highlands region.*

## 1. Introduction

Ethnic boarding school is a place to grow people. Ethnic minority students come to the school to receive new and modern knowledge of humanity, the country and the community. Among the knowledge that students acquire, there is knowledge about traditional culture. Broadly speaking, students are educated in traditional cultural values of ethnic minorities in general and local ethnic minorities in particular. Educating the traditional cultural values of ethnic minorities at homestays in ethnic minority boarding schools in the Central Highlands means giving ethnic minority students knowledge of the culture in the area. There is their ethnic culture, step by step help them to love their own traditional culture and respect the traditional culture of other ethnic groups. Educating the value of traditional cultural identity of ethnic minorities in the locality is also helping them to integrate and engage in other traditional cultures, to find their good features and beauty, humanity and identity values to add to their traditional cultural capital.

Education to preserve and promote the value of traditional cultural identity of ethnic minorities in

the ethnic minority boarding schools, manage and develop an educational model that preserves and promotes identity values. The traditional culture of ethnic minorities in the local ethnic minority boarding schools in the Central Highlands aims to provide ethnic minority students with basic knowledge and understanding of traditional cultural capital of the people in their homeland; Forming and developing in ethnic minority students the skills to approach and exploit the knowledge and traditional cultural capital of the locality to acquire, learn and apply in current and future activities. Educating the value of traditional cultural identity, fostering national consciousness, raising the attitude of respecting the national cultural heritage and responsibility for the development of the community and homeland, forming in ethnic minority students have pure, noble, loving and attached feelings to the community; Enriching specific educational contents in the ethnic minority boarding schools, contributing to educating ethnic minority students with new knowledge and culture, meeting the requirements of socio-economic development in the Central Highlands provinces.

## 2. Research Methods

Methods of theoretical research. Methods of analysis and synthesis of theories. Methods of classification and systematization of theory.

Practical research methods. Investigation method. Observation method. Professional solution. Methods of analysis and summarization of experience.

Information processing methods. Information is processed by mathematical statistics, graphs and charts. Use computer software to perform mathematical statistics, draw graphs and charts.

### 3. Research overview

Author Phuong Lien with the article “Dak Lak: Preserving and promoting national cultural values”: preserving and promoting national cultural identity not only means preserving the spiritual foundation of the society but also become a driving force to promote socio-economic development, maintain defense and security of Dak Lak province in particular and the Central Highlands in general. The province also invests a lot of money in collecting, recording, Statistical records, preservation of ancient gong songs, system of life cycle rituals, agricultural rituals of ethnic minorities in place (Lien, 2021).

Author Dang Trong Ho with the article “Preserving and promoting the traditional cultural capital of the Central Highlands”: On the basis of new identification, select cultural quintessence to preserve, promote and build new cultural values for sustainable development. Accordingly, when learning, researching and identifying a cultural region or a certain culture, it is necessary to rely on two important sets of tools: a three-dimensional coordinate system (cultural subject, cultural space, time) and cultural features (systematicity, validity, humanity and history). This in-depth study helps to identify ethnic cultural identities. From there, avoid talking about the Central Highlands culture, not talking about the general identity but the ethnic cultural identity (Ho, 2021).

Author Phan Thanh Gian with the article: “Preserving epic culture of local ethnic minorities in Dak Nong province”: Epics are not only for entertainment but also have economic, cultural - social functions, unite the community, especially teaching or educating people, directing people to the good things of truth - goodness - America. It can be said that the epic of the Central Highlands is the most epic in the choir of a nation that has experienced thousands of years of history of resilient struggle for survival and development, to be the soul of Western culture. Nguyen is an “encyclopedia” containing knowledge and life experiences along with cultural capital created and accumulated for a long time (Gian, 2021).

Author Thai Ninh has an article “Preserving and promoting the traditional craft values of local ethnic minorities”: The view of the Resolution: Determining that the preservation and promotion

of traditional vocational values is an important content in the overall task of preserving the unique traditional cultural values of the local ethnic minorities, to be the permanent responsibility of both the political system and the society as a whole.

Author Mai Sao has an article “Preserving and promoting traditional cultural values of ethnic minorities in association with tourism development” emphasizing: restoring, preserving and promoting the traditional cultural identities of very few ethnic minorities; organizing the preservation of traditional festivals, exploiting and building products for tourism development; perfecting mechanisms and policies on ethnic minorities in general, policies towards artisans and organizers of practice, transmission, preservation and promotion of cultural heritage values of ethnic minorities in particular; organizing professional training courses and refresher courses; supporting investment in building typical tourist destinations in ethnic minority and mountainous areas; supporting the building of an ecological museum model to preserve intangible cultural heritage in ethnic minority communities, towards community development and tourism development... (Sao, 2022).

### 4. Research result

#### 4.1. The task of educating values of traditional cultural identity in the ethnic minority boarding schools

- Educating students about the good traditions of the Vietnamese ethnic community, the cultural identity of the ethnic minorities, the ethnic lines and policies of the Party and the State, educating the attitude of respecting the national cultural heritage, gradually forming in ethnic minority students national pride, confident attitude when introducing their own cultural values to other ethnic groups, creating a diverse voice in the unified culture of the Vietnamese nation.

- Educating cultural behavior in the learning and living environment (harmony, friendly) for students. Ethnic minority students of the ethnic minority boarding schools include many different ethnic groups with differences in awareness, culture, lifestyle, behavior,... they are allowed to study and live in the residential environment.

- Create a learning and living environment imbued with national identity. Organize a civilized and progressive boarding life in accordance with the fine traditions of the ethnic groups in Vietnam. Applying cultural values, ethnic minority cultural products brought into schools to build a cultural educational environment, organizing boarding life for students to form a friendly living environment, Openness, solidarity and national identity help students feel the closeness and attachment like the life of a family in the homeland.

- Life skills education for ethnic minority

students. Educating ethnic minority students in life skills suitable to the living environment and conditions where they are living in accordance with the characteristics of each region, eliminating outdated customs.

- Educating the national culture to carry out the task of preserving and developing the national traditional culture.

#### ***4.2. Current status of education, preserving and promoting the value of traditional cultural identities of local ethnic minorities in the ethnic minority boarding schools in the Central Highlands***

Ethnic minority boarding schools have the task of creating training resources for ethnic minority cadres. Ethnic minority students who return to study are entitled to scholarships and other benefits such as initial grant, textbooks, pen and paper, boarding house,...

In 2003, the Research Center for Ethnic Education (Ministry of Education and Training) conducted a study on the topic "Research on building content of ethnic culture education for ethnic minority boarding schools at the provincial level, (Code: C98-49-03) is chaired by M.Sc Hoang Van San. The research results of the topic have confirmed the necessity of bringing cultural contents into boarding high schools for ethnic minorities and suggested how to organize the implementation. To help the locality, the Center has compiled a guide to compiling and using local knowledge and national culture materials edited by M.Sc Hoang Van San. This document has been interested in guiding schools: (1) Organizing the collection and collection of materials; (2) Developing learning materials; (3) Assessing and evaluating learning materials; (4) Using Courseware. The document also contains a number of articles (including texts and teaching guides) on ethnic culture and ethnic minority literature for schools to refer to and use. The most disturbing thing is that the above activities still stop at the results of scientific research.

In the acceptance report of the ministerial-level scientific research project: "The management of the principal of the ethnic minority boarding high school in the direction of educational innovation in the current period" - Code B2006-40-01, Chairman M.Sc Nguyen Van Sang also pointed out some shortcomings in education and training of schools as follows:

*Firstly*, schools have not had a classification plan to provide additional training for students whose input quality is still low. The basic and specific knowledge about ethnic culture, lifestyle, habits and ethnic psychology has not been equipped and researched to have a way to exploit, process and regulate in teaching content and methods.

*Secondly*, the ethnic minority boarding school is a training source for cadres, it is necessary to have content to educate children with a deep sense of responsibility for the country and the community. So that when they return to the community, they are not afraid, do not separate themselves from community life and bring their knowledge to contribute to community building, know how to promote the good cultural traditions of the community and to convince the community to give up outdated customs that are not suitable for the new cultural life.

The scientific report also tells us a rare case: "In the past years, the boarding high school for ethnic minorities in Gia Lai province took the initiative to take the textbooks to teach Gia-rai language in the national program and then apply it to teaching. Ethnic language lessons by teachers are enthusiastically received by students, including students in other language communities". This information also shows us that, in our boarding high school for ethnic minorities, there is a spirit of cultural integration among students.

We sympathize with ethnic minority boarding schools in their shortcomings in traditional cultural education for students, because the number of ethnic minority teachers in these schools is not much, the number of understanding of ethnic cultural issues is also in the same situation.

#### ***4.3. Solutions to manage and develop educational models to preserve and promote the value of traditional cultural identities of local ethnic minorities in ethnic minority boarding schools in the Central Highlands***

##### *4.3.1 Solution 1: Ethnic cultural exchange*

Cultural exchange in the school is a oriented exchange with specific goals. The form of cultural exchange between ethnic groups is very effectively applied by the education sector and organized in many different areas. In these exchanges, students have the opportunity to enhance their understanding of the people of the country, national solidarity is strengthened. Cultural festivals can be said to be the most attractive form of exchange.

Festival is understood in the sense of having fun on some occasion with many people participating. The Ethnic Culture Festival is also a fun event with many participants, but focuses on the traditional culture of the local ethnic minorities to create an opportunity for the ethnic groups to understand each other, the nation shows off its beauty, its incense; all towards solidarity, friendliness and progress. This can be said to be a very meaningful activity, highly recommended.

Cultural exchange in the ethnic minority boarding schools can take place within the scope of new students entering the school with old students,

between graduating students who have gone to work. They can share with each other their experiences in the community. Exchange often comes from the initiative on both sides, both exchanging information and expressing feelings. In the preservation and promotion of the traditional culture of ethnic minorities in the area, cultural exchange activities should be considered as central activities.

#### *4.3.2. Solution 2: Organize contests to learn about the traditional culture of ethnic minorities in the Central Highlands region*

The project of Bilingual Education on the basis of mother tongue in the first year of implementation organized a contest to collect folk art products within the schools in the province participating in the project. The collected products sent to the competition have been edited into a valuable document to help in the compilation of teaching and learning materials. In the boarding high school for ethnic minorities, we have also participated in and organized many contests such as contests for good teachers, contests for making teaching materials, contests for clean notebooks, and contests for excellent students. subjects, home-cooking contests, contests to learn about the Youth Union tradition... Contests, if they have good content and are well organized, bring practical benefits.

Learning about the traditional culture of ethnic minorities is also very worthy of taking part in the contest. Called an exam, it must be in the form and the rules. Each contest needs to have specific regulations on the content and format of the contest. If the content of the contest is too wide, the organizers will not be able to handle it, but if the content is too narrow, it will be difficult for the contestants. Therefore, the content of the contest needs to be carefully considered before giving it. To determine the content of learning about traditional culture, schools should base on cultural content that has been classified as:

- Material culture includes: daily life, production (cultivation, occupation), eating, drinking and smoking habits (cuisine), houses and forms of residence, costumes, tools and instruments.
- Socio-culture includes: language, writing, family, close kinship relationships, habit of residence, form of ownership, customs in the human life cycle (birth and child rearing, marriage, etc.) marriage and marriage, funeral).
- Spiritual culture includes: religious beliefs, folklore, folk music and dance, visual arts, folk decoration.

#### *4.3.3. Solution 3: Organize a talk about traditional culture of local ethnic minorities*

It is necessary to invite knowledgeable people to talk to them about the culture of each ethnic group. Teachers should also have a dialogue with children

around topics about national culture. Talking about national culture also has many ways and many levels. For example, we have the following small information to show that talking about culture is not too difficult:

#### *Meeting of the Mnong people*

At least one season a year, the Mnong gathers brothers, sisters, brothers, uncles and aunts three times: The first time at the beginning of the cropping season. The second time in the middle of the growing season. The third time in the harvest season. These are the occasions when they exchange business practices, choose land for cultivation, take care of the fields, and educate and raise their children. They also invite village elders to share good experiences.

These meetings are also an opportunity to exchange feelings. Other days of the year they rarely see each other. Although the talk is very short, the information provided is quite rich: exchange needs, living circumstances, time, and time of exchange, but the content to be said in the exchange, the role of the elderly in sharing experiences... Through this information, listeners understand more about an ethnic group that, despite difficult living conditions, is still like a tree that grows precariously on a cliff clinging to every fiber of rock, reaching up to the sky, flower and bear fruit.

#### *4.3.4. Solution 4: Using ethnic costumes*

Costumes are understood in the sense of clothes and colors of a particular ethnic group. Many ethnic minorities in our country have their own costumes. By observing a person's uniform, we can tell what ethnicity he or she belongs to. Therefore, when wearing a uniform, I want to introduce to everyone my ethnic name with a deep pride. The ethnic costume may not be used often, but on holidays, New Year's Day, happy days, opening and closing days, days when precious guests visit the school and in cultural festivals, children should be encouraged to use them. With students wearing beautiful ethnic costumes, the school can organize photo shoots and video recordings for the Department of Ethnic Traditional Culture. However, like the costumes of the majority, ethnic costumes also have many types, suitable for each situation. True to the spirit of cultural preservation and development, keep what is beautiful in traditional costumes and what is no longer suitable should be improved accordingly. It is not right for us to work with nationalist intellectuals and it is not right to call them to wear the national uniform all the time. Because besides the issue of identity, there is also the issue of cultural integration. We wear casual shirts, why can't they dress like us. The national uniform to be used when and not to be used is always a matter of dress culture.

#### *4.3.5. Solution 5: Pay attention to architecture, classroom layout, housing in the dormitory imbued with national identity*

Architecture of houses, interior layout is also an element of culture. The same land in the Central Highlands, the same house on stilts, but the house on stilts of the Bana people, different from the house of the Gia-rai people, the house of the Ede people is different from the house of the Xo-Dang people. It can be said that the traditional house style is imbued with the soul, intellect and even the daily needs of an ethnic group. The communal house in the Central Highlands gives us a lot of valuable information about culture and ethnography.

Tay Nguyen communal house: The communal house is the tallest and largest house in the village. The roof of the communal house is so high that it looks like an ax from the sky. Some ethnographers believe that this is the symbol of the sail. In the past, the Gia-rai and Ba na people... were coastal residents. They made this communal house with a strange roof as a reminder of their old life. This is a stay in architecture. The middle of the communal house, the villagers dedicate to worshipping the gods. Next to this wall, hang a woven basket made of bamboo. In the basket lay a stone. This stone was chosen by the village elder when he built the village. Next to the basket are agricultural tools, gongs and some weapons. In the last compartment, build a fire. This space is where villagers gather and tell each other traditional khan songs. The communal house is also a place where unmarried young people sleep while guarding the village.

*4.3.6. Solution 6: Setting up a traditional culture room of ethnic minorities at accommodation in ethnic minority boarding schools in the Central Highlands*

Conceptually, the traditional culture room here is not an administrative unit but a place to display national cultural products and function as a gallery in the museum. Please note this is a traditional culture room not a traditional culture room. Because the order of these two words will give two different meanings. When we say that the room for cultural traditions will lead to the understanding that this is the school's traditional room for culture. When saying the traditional culture room will lead to the understanding that this is the room that retains the traditional culture (different from the contemporary culture) of the ethnic minorities in place. Through visiting ethnic boarding schools, we found that many schools have a Traditional Room. The traditional room introduces the history of birth, development stages, generations of school leaders, achievements of the school, medals and certificates of merit. According to our information, at present, there are many ethnic minority boarding schools in the Central Highlands that do not have a Department of Traditional Culture of Ethnic Minorities.

Here are some suggestions on the range of artifacts displayed in the on-site ethnic minority

traditional culture room:

- Folk musical instruments: gongs, gongs, drums, lutes, flutes...
- Tools for production, fishing and hunting: daggers, knives, looms, spinning reels, bows,...
- Pictures: communal houses, houses on stilts of ethnic groups: Hre, E-de, Cho-ro...
- Famous items of ethnic groups: brocade of ethnic groups...
- Books, newspapers, research materials on ethnic culture, collections of ancient stories, folk songs and folk songs of different ethnic groups. This section alone can become a small library.

*4.3.7. Solution 7: Organize for ethnic minority students to go on field trips and collect traditional cultures of local ethnic minorities*

Field trips should pay attention to the time, do not organize random field trips. Folk festivals often have seasons and often specify a time of the year. And any choice must be in accordance with the school's study plan, test and assessment plan and as mentioned above, must be suitable for age psychophysiology and have high educational value. Fielding and collecting the traditional culture of local ethnic minorities has its own requirements. Before each field trip, the school needs to clearly define what the purpose is and what requirements should be met when returning?

As mentioned above, it is possible that there are contents in the fieldwork plan that are not set out but come across. Field workers should see this as a lucky opportunity to seize. Field trips are also opportunities to conduct cultural collecting activities, including collecting ancient stories, folk songs and proverbs. Folklore works are always associated with the "performing bridge", the transformation to become a variation usually through the "performing bridge". Therefore, the collection on paper should be avoided but should be encouraged in cultural activities. Collecting in cultural activities means collecting through the lyrics and narration of the performer to a large audience, maybe we come across old works, classic works that have been collected in print. into books, but chances are we get unpublished works and good versions.

*4.3.8. Solution 8: Education to preserve and promote the value of traditional cultural identity of the local ethnic minorities by key ways*

This is the strictest normative path. In the school there is no cultural subject - there is no subject called culturology. Cultural content is deposited in the subjects of Vietnamese language and literature, music, fine arts, social nature, collective activities, etc. The children are exposed to very typical folk literature such as Dam San, Xinh Nha, Xon Chu Xon Xo, Singing as a Bride, Kham Hai... and many other folk songs. The children were also exposed

to traditional folk tunes and national patterns. With the above types of culture, the children are fully absorbed in a cultural work, the rest is integrated in other lessons. However, how to teach students to grasp the essence of the traditional culture of the local ethnic minorities is not an easy problem to solve. In general, folklore has specific poetic features, which requires an elaborate and persistent training and self-training process. By the way of learning in the main course, the school has not yet fully returned to the students their cultural quintessence. The school also has extra-curricular paths such as cultural exchanges, setting up a room for ethnic cultural traditions, adding to the library a bookcase of ethnic culture books for children to read more... With the coordination of many people. Cultural activities in the school will definitely bring a strong change in students' awareness and feelings. Traditional cultural education for students in ethnic minority high schools is carried out through integration in the subjects of Literature, History, Geography, and Citizenship Education and integration in the curriculum. extracurricular activities. The commonly used methods are: organizing activities to experience, visit, survey and find out in the villages; exploiting students' actual experiences and cultural traditions; organize life skills education activities for students such as collecting folk songs and folk songs of ethnic minorities, learning about ethnic musical instruments, learning how to use some ethnic musical instruments, finding understand the culinary culture of ethnic groups, organize ethnic New Year, festivals, organize clubs (dance clubs, folk songs clubs, gong clubs...), associations contests to preserve and promote cultural identities of ethnic groups, cultural performances, competitions of national costumes, display of cultural identities of ethnic groups, and organization of cultural exchanges between ethnic groups in the school. learn, practice traditional crafts, festivals of folk arts and games, invite local artisans to teach culture to students...

### 5. Discussion

In order to improve the quality of education, preserve and promote the values of traditional cultural identities of local ethnic minorities in the Central Highlands, ethnic minority boarding schools in addition to implementing solutions such as: propagate and raise awareness for staff, teachers and students about the role, meaning and importance of cultural and communication education activities; Innovating the content, methods and forms of organizing traditional cultural education activities and ensuring the physical and financial conditions for this activity, each school needs to focus on building school traditions and promote the participation of social forces in traditional cultural education, specifically as follows:

- Building a pedagogical collective with cultural

traditions, responsible for the preservation and development of traditional culture, responsible for the education of traditional culture for ethnic minority students.

- Link and coordinate with specialized agencies such as the Department of Culture, Sports and Tourism, the Ethnic Committee of the province, the Department of Culture and Information of the district, organizations and individuals to coordinate in organizing activities of traditional cultural education for ethnic minority students.

- Performing well the mobilization of community participation in traditional cultural education activities by inviting local intellectuals, artisans, village elders, and reputable people in the community to participate in activities of traditional culture education, teaching traditional culture to students of the school.

- Building a cultural lifestyle in ethnic minority boarding high schools according to the beauty, customs and habits of ethnic groups (clothes, communication, behavior...).

Building a school tradition room, a cultural library to display, store and promote traditional cultural products collected or created by ethnic minority students.

### 6. Conclusion

The school has a great role in preserving and developing traditional culture. School is a place to teach people and teach letters. Perhaps nowhere is the equipping of knowledge and education of thoughts and feelings as quick and effective as in schools. Cultural knowledge when brought into school has two sides to it.

*Firstly*, what knowledge in life is taught in school, that knowledge has the opportunity to shine.

*Secondly*, cultural knowledge, when introduced into schools in an educational program, is taken into account humanity, science and fitness. In all subjects, there is culture in it, especially in social sciences such as language, literature, history, geography... Cultural qualities are blended in scientific contents. It can be said that most of the traditional culture that is equipped in the school is through the language of instruction, through the lessons.

Education to preserve and promote traditional cultural identity values of ethnic minorities in the Central Highlands is also through many other forms: cultural exchange of ethnic groups, listening to talk about traditional culture, field trips to collect traditional cultures of ethnic groups, competitions to learn about ethnic cultures, building a traditional culture room, suggesting students to wear traditional costumes... This form of our traditional cultural education goal will certainly get good results. The school is an element, a cultural unit of the community that can absorb the good aspects

of traditional culture and is also a place where the quintessence of contemporary culture converges.

Educating, preserving and promoting traditional cultural identity values of ethnic minorities in the Central Highlands for ethnic minority students studying in boarding schools for ethnic minorities is a task. characteristics and importance of boarding schools for ethnic minorities. Effectively implementing traditional cultural education

activities will make an important contribution to the comprehensive development of ethnic minority students. Schools need to pay attention to innovating management, renovating methods and forms of organizing educational activities, preserving and promoting the values of traditional cultural identity of ethnic minorities in the area. The Central Highlands aims to create attractiveness and attract ethnic minority students to actively participate.

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# QUẢN LÝ PHÁT TRIỂN MÔ HÌNH GIÁO DỤC BẢO TỒN VÀ PHÁT HUY GIÁ TRỊ BẢN SẮC VĂN HÓA TRUYỀN THỐNG CỦA CÁC DÂN TỘC THIỂU SỐ TẠI CHỖ Ở CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ TẠI KHU VỰC TÂY NGUYÊN

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**B**ảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống là chiến lược phát triển bền vững quốc gia, là nhiệm vụ chung của toàn xã hội trong đó giáo dục giữ vai trò quan trọng nhất, cũng bằng con đường giáo dục và thông qua giáo dục, các giá trị về vật chất và tinh thần, các kinh nghiệm hoạt động thực tiễn phong phú, kinh nghiệm ứng xử, lối sống, ngôn ngữ, phong tục, tập quán, âm thực, trang phục... của các dân tộc thiểu số được lưu truyền, tồn tích, vận hành kết nối giữa các thế hệ. Giáo dục giúp cho học sinh hiểu biết về bản sắc văn hóa truyền thống, tôn trọng, giữ gìn và phát huy giá trị bản sắc văn hóa truyền thống của dân tộc mình, tôn trọng giá trị bản sắc văn hóa của các dân tộc anh em khác. Bài báo này đã nêu thực trạng giáo dục bảo tồn và phát huy giá trị bản sắc văn hóa truyền thống của các dân tộc thiểu số tại chỗ ở các trường phổ thông dân tộc nội trú khu vực Tây Nguyên, từ đó đề xuất hệ thống các giải pháp quản lý phát triển mô hình giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống của các dân tộc thiểu số tại chỗ ở các trường phổ thông dân tộc nội trú khu vực Tây Nguyên trong giai đoạn hiện nay.

**Từ khóa:** Quản lý phát triển mô hình; Giáo dục bảo tồn và phát huy các giá trị bản sắc văn hóa truyền thống; Các dân tộc thiểu số tại chỗ; Các trường phổ thông dân tộc nội trú; Khu vực Tây Nguyên.