

# Considerations on the Construction of Ethnic Culture Transmission Mechanism in Local Colleges and Universities Based on Human Logic

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**Abstract:** *As an important part in the history of cultural development, ethnic culture inheritance is now facing the dilemma of how to innovate and develop under the rapid development of modern society. Yunnan is the province with the largest number of different ethnic minorities. The colleges and universities in prefectures where various ethnic groups live should play the role of proactive exploration to open up new situations. In this paper, the author uses the theory of human logic to consider how to fully understand the role of "man" in the process of ethnic culture inheritance, rebuild the inheritance mechanism from the perspective of human nature, and promote cultural inheritance with the mechanism from the standpoint of education management and development.*

**Keywords:** *Human logic; Local colleges and universities; Ethnic culture inheritance; Mechanism*

## 1. Introduction

The educational mission of colleges and universities in Yunnan is not only to cultivate talents to meet the needs of local political, economic and cultural development, but also to consciously take up the important task of promoting local ethnic culture, which needs to build a set of effective inheritance mechanism for sustainable cultural development. The construction of the national cultural heritage mechanism involves internal and external linkage, coordination and cooperation with each other, the need to give full play to human, fully mobilize the initiative, enthusiasm and creativity of the subject and object in its activities, and ultimately to achieve the effective transmission of culture, so as to achieve the self-fulfillment of all individuals in the chain of heritage mechanism. In this sense, understanding the construction of national culture inheritance mechanism in colleges and universities is a process of implementing educational management activities, and it is necessary to think about the system construction from the standpoint of management development. The core of the national culture inheritance system is "man". As decision makers, executors, receivers and implementers, man's behavior plays an important role in the breadth, depth and strength of national culture inheritance. The problem of "man" is considered by Lan Ye, a Chinese educationalist, as the core issue in the development of the discipline of educational science management. "Man" is the key object of educational management, and the core of educational management is the study of human nature. In this paper, we start from the perspective of human logic, based on the "human assumption", that is, a hypothetical judgment on human nature in management, and consider the problems that arise in the process of national culture transmission in Yunnan local colleges and universities, so as to focus on the importance of "human" in the construction of national culture transmission mechanism. In this way, we focus on the importance of human beings in the construction of national culture transmission mechanism and the solution to it, and summarize and refine the basic views and judgments about human nature in the practice of national culture transmission in order to determine the corresponding implementation strategies.

## 2. Current situation of ethnic culture inheritance in local universities

### 2.1. Inheritance mechanism tends to be administrative

Education and teaching in colleges and universities is a complex synthesis, which requires scientific and reasonable management methods to achieve educational goals. Due to the lack of in-depth understanding of educational management, some colleges and universities simply apply the

management methods and approaches of local administrative departments to the school education management in colleges and universities in the same way. Most of the management of local administrative departments is borrowed from enterprise management, which requires standardization, programming and quantification, and focuses on results rather than process. From the perspective of human logic, this is a kind of passive acceptance of motivation, which is not conducive to human development. In the long run, it will make the education functionally inflated and lead to the situation of focusing on the form and ignoring the deep connotation development, including the current situation of ethnic culture inheritance in some universities. Most of the administrative instructions from the top to the bottom, or the specific policy-making departments are mostly administrative departments, and the judgment of the effectiveness of the work is also used to mechanical numerical indicators. In the process of education, the pursuit of efficiency is the goal of all walks of life, but ignoring individual differences and the degree of goal achievement of work content, education and management do not effectively combine and promote each other, there will be deviations and inconsistencies between the two needs, leading to the intensification of conflicts. Although the topic of "human nature assumption" in education management is borrowed from enterprise management, it is more focused on the needs of "human" as a subject in management activities, and the management methods are formulated according to the needs, thus it tends to be more scientific and reasonable. If the process of national culture inheritance is only simplistic and mechanical, and the national culture is understood as a carrier to achieve benefits, rather than as an important part of the campus culture construction, it will be reduced to a mere "cultural" activity, which is related to the cultivation of talents. If it is not really regarded as one of the important contents of campus culture construction, it will be a formality and cannot stimulate the passion of teachers and students to participate in the construction together. Therefore, it is crucial to de-utilitarianize and de-administrate the inheritance of ethnic culture in local universities.

## ***2.2. Single channel of inheritance***

At present, the dissemination and acceptance of ethnic culture in some local colleges and universities mostly stay in the activities of the second classroom, which is more arbitrary and lacks systematic, purposeful and continuous overall construction; some colleges and universities that have set up cultural training centers or heritage bases still do not fully design this content as an important part of talent training in the concrete implementation process, that is, the implementation of cultural heritage. The process of cultural inheritance mostly stays within the school, with less communication with the outside world, and the content of the inheritance mechanism is thin; the teachers still occupy the main position in the process of inheritance, without considering the needs of the other subject, i.e. students, and the corresponding methods and approaches, ignoring the training of man; etc. McGregor, the early founder of management science, said that "every management decision or management behavior is backed by assumptions about human nature and human behavior and human behavior"[1]. In the actual operation of the heritage of national culture, we need to pay attention to the theory related to "man" and learn to fully apply this theory and consider how to consider the human behavior factor under this guidance. In the position of managers, we should consider how to maximize the benefits of ethnic culture and human resources training; in the position of teachers, we should consider how to design the content of the heritage with their expertise. In the position of students, we should consider how to stimulate their enthusiasm to participate in the heritage process. How to stand in the position of "man" to expand the implementation of the propaganda of national culture, to achieve a variety of heritage channels, but also to achieve the purpose of heritage.

## ***2.3. Insufficient vitality of the inheritance subject***

According to the human logic of the "learning human assumption" theory, learning is the knowledge economy era of "human" requirements, but also a value orientation, in this cognitive concept, continuous learning, learning to innovate is the core. The learner should be a positive and full of emotion, and acquire knowledge with a positive and full emotion.[2] Teachers, students and administrators should be the subjects of inheritance, and only when they enter the system construction with the attitude of a subject, they will actively explore the practice with a high degree of attention. The manager has the foresight to use the theory to build the platform construction, teachers should actively cooperate with the heritage program developed by the manager to design specific teaching content, students should actively integrate into the learning of the entire heritage system, and then can become the main body of re-inheritance creation. However, the current situation is that the traditional mode of inheritance of ethnic culture in local colleges and universities not only neglects the individual factor of "human" because of its over-emphasis on the authority of the relevant educational organization

department of the school, but also affects the inner potential and innovative spirit of the two important subjects of inheritance, teachers and students, and the interaction between teachers and students is not energetic enough for the inheritance of the content, how to inherit, and innovation. The interaction between teachers and students is not energetic enough, and they are not motivated to learn and explore the content of heritage, how to pass it on, and how to innovate it, and the administrators are at a loss as to what to do, resulting in an awkward state of mutual isolation.

Through analysis, we can learn that the above problems in the process of cultural inheritance in Yunnan universities are due to the neglect of the "human" factor, rarely thinking from the perspective of human nature, simply understanding the inheritance of national culture mechanically, simply formulating unsystematic mechanisms, and not fully stimulating all levels and types of personnel to participate in this The heritage mechanism needs to be improved and upgraded.[3]

### **3. The purpose of the growth of "man": the significance of the construction of the national cultural heritage mechanism**

On March 26, 2014, the Ministry of Education issued the "Guideline for Improving Education on Excellent Chinese Traditional Culture," which states, "Education on excellent Chinese traditional culture should be systematically integrated into the curriculum and teaching materials system, and education on excellent Chinese traditional culture should be promoted in an orderly manner at different school levels." [4] Yunnan has many ethnic minorities, and the excellent ethnic culture needs to find a set of scientific and reasonable inheritance mechanism, and the colleges and universities in the prefecture should actively seek ways to crack the problem. In the process of construction, the national culture should not be understood simply for the sake of inheritance, but the inheritance mechanism should be regarded as a system of coordination between human beings and human beings, and the subject and object of inheritance are human beings, and the interaction between human beings and human beings is essentially an educational management behavior. It is necessary to reconstruct a suitable national culture transmission mechanism for the purpose of self-actualization of man.

First, this is the need for the national culture transmission mechanism to adapt to modern education. Under the condition of modernity, education pays more and more attention to the return to the essence, calls for attention to the irrational factors in human nature, focuses on the comprehensive development of education, and forms an educational community with a strong sense of life ontology, a sense of life symbiosis and a clear ideal of life. Minority culture is also a living individual, and its reproduction and development is the leading role played by man in it. Without the continuous reproduction and renewal of national culture by man, the vitality of culture will gradually disappear. The famous American scholars Allan Kennedy and Tres Dill put forward the hypothesis of "cultural man", believing that the main body of culture is man, and attaching great importance to man's creation, dissemination and inheritance in cultural development, which precisely confirms the need for human participation in the mechanism of national cultural transmission. Nowadays, under the background of highly modern civilization, how to make traditional culture gain new strength, include "man" in it, and let the inheritance mechanism continue to bloom more brilliantly under the role of "man".

Secondly, it is necessary for the development of education management in local universities. As we have said before, the construction of national culture inheritance mechanism is a process of education management, and the quality and level of education management in colleges and universities play a key role in talent training. In the new era, education management pays attention to the logic of human nature, takes "man" as the center of work, and carries out education and teaching according to the characteristics of human nature, according to the assumption of "complex man", the needs of man are diverse and change according to different man. Different man will have different reactions to different management methods, so there should be a flexible system that can adapt to the needs of different man. The entire process of national cultural heritage, involved in the construction of the heritage mechanism in each link in the process of different man involved, the need to use scientific and effective theory to maximize the ability to meet the needs of various groups of man.[5] The construction of the heritage mechanism is based on human nature, scientific design and effective implementation, which can achieve the purpose of realizing cultural vitality and at the same time strongly contribute to the development of school management.

#### **4. Humanistic practice of ethnic culture inheritance mechanism in local universities**

##### ***4.1. Scientific and reasonable concept of construction of national culture transmission mechanism***

Liang Qichao defined culture as "culture, the valuable common work of the human mind", highlighting the leading role of "man" in the process of culture formation; secondly, affirming the consensus value of culture and highlighting the community. The second is to affirm the consensus value of culture and to emphasize the group nature. Still, it comes back to the essence of "man", so it can be seen that man have been running through the whole process of culture formation. According to this understanding, how to achieve the greatest benefit of national culture heritage in Yunnan universities, we need to take "man" and human nature as the entry point in the reasonable mechanism construction, and integrate the needs of man and stimulate their initiative into the construction process, so as to play the function of cultural heritage in universities.

"In all the conscious awareness and practice activities, human beings understand and interpret human beings and their essential attributes. Man always seek to establish a set of core values to guide our practical activities and behavioral approaches through the exploration of issues such as human nature and human essence." [6] The construction of mechanism belongs to top-level design, which needs to be supported by a correct and reasonable concept, and the proposal of the concept needs to be based on a scientific theory. In the process of education, "human" is the core, and the attention to human nature is the key. Thinking about the construction of the mechanism of national culture inheritance from the perspective of human logic, it is necessary to fully understand the different theories proposed by human logic in response to the actual human nature. In the period of active and prosperous management activities, the more often adopted in education management involving human nature are "self-actualized person" hypothesis, "learning person" hypothesis, "cultural person" hypothesis. All of them take into account the spiritual attributes of human beings and their pursuit of higher realms, which is an active attitude and behavior and is the basis for educational activities. These concepts can be used to guide the development of policies, systems and norms in the development of national cultural heritage mechanisms in universities, which can help to break away from the current homogenization of education and highlight their own characteristics and the irreplaceability of talent training.

##### ***4.2. Designing a mechanism for the transmission of national culture with "man in it***

Respecting education means putting man in the educational field to carry out educational activities. To put man into the mechanism of national culture inheritance, it is necessary to think in the sense of realizing the ultimate value of man and to see that man are in it at all times. First of all, it is necessary to make a correct assessment of the current situation of ethnic culture in the region where the university is located, to find the entry point, to think about how to work around the theme of inheritance, and to fully consider the integration into the process of professional talent training. In view of the fact that most of the students' career expectations in Yunnan's regional colleges and universities are teachers, who will also become the main subjects of ethnic culture transmission at other educational levels, how to organically embed the curriculum into relevant courses, including the second class planning. The developers should fully consider what kind of talents the school is cultivating? For whom? How to cultivate talents? In order to better reflect the cultivation of talents in the process of cultural heritage. Secondly, teachers should be guided to bring their professional research strengths into play and actively explore ways and means of passing on culture, mobilizing the enthusiasm of teachers and students, not only in the transfer of knowledge in the classroom, but also in guiding students to dig deeper and explore the ethnic cultures of various ethnic minorities, to carry out research theoretically, or to push ethnic cultural innovations on and off campus in different practical ways. Once again, as the main body of education management - the school, how to play a guiding rather than leading role in the process, to break the barriers between the school and the outside world, to create a good field for the transmission of ethnic culture, and so on, is also to play the role of man. Better understanding of man, understanding man, you can better start education and teaching related work according to the characteristics of man, but also the essence of the development of educational practice activities. [7]

##### ***4.3. Inherit the practice of educational management activities with equal dialogue between the subject and the object***

Education is ultimately a human and human activity, a deep life processing of man to make them

extraordinary. From this point of view to understand the parties involved in the implementation of the national cultural heritage mechanism, it can not simply be understood as a hierarchical relationship of management and managed, dependent and passive, but all man are a community of equals, are the subjects of the heritage process, each subject on the basis of this equal dialogue, and thus achieve spiritual communication, sharing and common progress. The educator Jaspers once said, "If education is seen as an exchange between man, it is necessary to ensure the openness of the dialogue between the two sides, so that the relationship between me and you also becomes the key to the social culture as well as human activity." [8] Two key words are mentioned here: "equality" is a way for both parties to be on the same footing in terms of how to pick up the best elements of Chinese culture and put them into the system of transmission. On the basis of this, "exchange" is achieved, and the ability to use the national culture as a carrier to achieve spiritual collision is a reflection of the democratic consciousness of both sides to share their spirit. [9] In contrast, this is a new educational management activity, based on the human logic of the anthropological paradigm of the practice of interaction, and if such an activity can not be achieved in the general sense of educational activities, it can be achieved with the help of a special form of education of ethnic cultural heritage. The design of specific heritage practice activities highlights the spiritual enjoyment and cultural enjoyment of the subject and object parties, i.e., the educator gets new inspiration and insight himself when he passes on his learning, understanding and results to the recipient party.

## 5. Conclusion

The root of education is to cultivate and exert subjectivity of man, that is, to cultivate the subjectivity of man, the subjectivity of education process of cultivating man and the subjectivity of the education system. In the process of the education and teaching of local colleges and universities, we should fully practice this fundamental purpose of education. Ethnic culture inheritance in colleges and universities is a talent cultivation process which should put man in the main position in order to better play the efficacy of inheritance and achieve the effectiveness of inheritance, discover the current problems from man's perspective, build a reconstructive inheritance mechanism, and manifest the consciousness of local colleges and universities in the process of ethnic culture development. Through above analysis, it is clear that the process of education management based on "man's nature" is not only the logical starting point of education but also the essential pursuit of education management, which emphasizes the construction of national culture inheritance mechanism in colleges and universities in ethnic areas. It is the logical starting point of education management and the essential pursuit of education management, which makes the purpose of education purer.

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