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ORCID ID: <https://orcid.org/0009-0004-8283-0741>**Professional and higher art-pedagogical education in alleviating social conflicts:
experience of China's ethnic minorities**

Studying the experience of the People's Republic of China in addressing social issues concerning ethnic minorities through their involvement in high art-pedagogical education holds significant relevance for Ukraine. As Ukraine grapples with its own challenges related to the integration and inclusion of ethnic minorities, particularly in the context of cultural preservation and education, the Chinese approach offers valuable insights and potential solutions. The purpose of the article is to present Chinese approaches to solving social problems of national minorities through their access to higher artistic and pedagogical education. In particular, such issues as the preservation of the cultural identity of national minorities, the levelling of social conflicts within the minorities themselves and at the "state-minority" level, access to higher education as a way to resolve social conflicts, and others are considered. Studying China's experience in addressing social issues concerning ethnic minorities through high art-pedagogical education provides Ukraine with valuable lessons and strategies for promoting cultural preservation, social cohesion, and economic development within its own diverse society. For writing the article, methodological approaches such as Literature Review, Comparative Analysis, Multidisciplinary Approach, and Policy Analysis were used. These methods are typical for scientific research in general education, social education, and comparative studies, allowing the authors to examine the problems from various perspectives. The following results were obtained: The Chinese experience in addressing social conflicts related to ethnic minorities through professional music-pedagogical education can provide valuable insights for Ukraine, which faces similar challenges in its multicultural and multiethnic society. Additionally, it offers practical models for comprehensive social support for ethnic minority representatives.

Keywords: People's Republic of China (PRC), social conflict, ethnic minority, state management, art-pedagogical education.

Introduction. Studying the experience of the People's Republic of China (the PRC) in addressing social problems faced by Chinese ethnic minorities through involvement in high art-pedagogical education holds significant importance for Ukraine, especially given its status as a multicultural and multi-ethnic society. In the wake of the conflict initiated by Russia in February 2022, Ukraine faces the urgent need not only to preserve its cultural diversity but also to develop and nurture it with utmost care and respect. China's approach to addressing social issues among ethnic minorities through art-pedagogical education offers valuable insights and potential solutions for Ukraine. By involving ethnic minorities in specialized education programs focused on arts and pedagogy, China aims to empower these communities to preserve and promote their unique cultural identities. In a similar vein, Ukraine can benefit from adopting strategies that support and celebrate the diverse cultural heritage of its ethnic minority populations, thereby fostering a greater sense of pride, belonging, and cultural continuity.

China's emphasis on involving ethnic minorities in high art-pedagogical education contributes to social cohesion and integration within broader society. By providing opportunities for ethnic minority students to pursue education and careers in the arts and pedagogy, China seeks to bridge cultural divides, promote mutual understanding, and build a more inclusive society (Wang, 2024). In the context of Ukraine, where cultural diversity is a source of strength and resilience, investing in education programs that promote cross-cultural understanding and cooperation can help to mitigate social tensions and promote unity in the face of external challenges. China's investment in art-pedagogical education for ethnic minorities serves as a catalyst for economic development and cultural revitalisation in minority regions. By nurturing talent and creativity within these communities, China not only enhances the cultural richness and diversity of its society but also stimulates economic growth through the promotion of cultural industries and tourism (Hu, A., & Hu, L., 2011).

Similarly, Ukraine can leverage its diverse cultural heritage as a driver of economic development and cultural revitalization, particularly in regions affected by conflict and displacement.

Studying China's experience in addressing social problems among ethnic minorities through art-pedagogical education offers valuable lessons and strategies for Ukraine as it seeks to preserve and develop its cultural diversity in the aftermath of conflict. By investing in education programs that empower ethnic minority communities, foster social cohesion, and stimulate economic development, Ukraine can build a more inclusive, resilient, and prosperous society for all its citizens, while also promoting peace and reconciliation in the region.

The article aims to present the Chinese perspective on resolving social conflicts between the state and national minorities by offering professional and higher musical and pedagogical education to representatives of these minorities. This approach aims to improve their social prospects, provide additional financial opportunities for their regions (through various government programs supporting creative youth), and preserve the historical traditions, customs, and residences of ethnic minorities (through the creation of designated cultural zones and regions).

To achieve this goal, the following research tasks were defined:

1. To analyse the main social conflicts currently existing in Chinese society between the state and national minorities using open sources of information.
2. To characterize the historical and social issue of limited access to higher and professional education for national minorities in China.
3. To determine the role of the Chinese state in addressing specific problems traditionally defined in the state-national minority relationship, particularly considering the preferences given to individuals from national minorities who have received professional and higher artistic and pedagogical education.
4. To provide examples of real state programs that help resolve social conflicts between the state and national minorities by offering professional and higher artistic and pedagogical education to individuals from these minorities.

Methodology. Studying the role of professional and higher musical-pedagogical education in mitigating social conflicts among China's national minorities requires a multi-faceted approach grounded in scientific methods, such as:

- Literature Review to provide a foundational understanding of the topic and identify gaps in current research;
- Comparative Analysis to compare the effectiveness of different approaches to music education and social conflict resolution across various regions or minority groups within China to identify contextual factors that influence outcomes and inform tailored strategies for specific communities;
- Multidisciplinary approach by integrating insights from fields such as sociology, psychology, anthropology, education, and musicology provided a more holistic understanding of the complex dynamics underlying the relationship between music education and social harmony among China's national minorities;
- Policy Analysis meant the evaluation of existing policies related to minority education and cultural preservation in China, with a focus on their implications for music pedagogy and social cohesion.

By combining these scientific methods, the authors gained a comprehensive understanding of how professional and higher musical-pedagogical education can contribute to addressing social conflicts among China's national minorities, ultimately informing more effective policies and practices in this critical area.

Discussion. In China, the position of ethnic minorities is governed by a legal framework that ostensibly guarantees equality and provides certain privileges to these groups, particularly in the areas where they reside permanently. According to Chinese legislation, all 56 ethnic minorities are considered equal to the Han majority, and they are afforded various rights and benefits aimed at preserving their cultures, languages, and traditions. One of the key aspects of the Chinese government's approach to ethnic minorities is the recognition of their cultural diversity and the promotion of cultural preservation. Minority groups are granted rights to use and develop their languages, practice their religions, and celebrate their customs. In regions with significant minority populations, there are policies and initiatives aimed at supporting minority languages in education, media, and public administration (Ma, 2017).

The Chinese government has established autonomous regions, prefectures, and counties in areas predominantly inhabited by ethnic minorities. These regions are granted a degree of self-governance and enjoy certain powers in cultural, educational, and economic matters. Local authorities in autonomous regions, for example, have the authority to enact regulations related to minority affairs and cultural preservation (Jackson, 2021). In terms of economic development, the Chinese government has implemented policies aimed at improving living standards and infrastructure in minority regions. Special economic zones and development projects are often established to stimulate growth and alleviate poverty in these areas. Minority communities may also benefit from targeted investments in industries such as agriculture, tourism, and renewable energy (Wu, 2022).

But being a multinational society with a great cultural diversity, China faces social conflicts that are traditionally associated as the ones “between the Han Chinese majority and the 55 ethnic minority groups” (or Chinese society – ethnic minorities’ conflict). These conflicts stem from historical, cultural, economic, and political factors, often resulting in tensions and challenges that impact the lives of minority communities. One of the primary issues is the *preservation of ethnic identity and cultural heritage*. Many minority groups face pressures to assimilate into the dominant Han Chinese culture, leading to concerns about the erosion of their languages, traditions, and ways of life. Government policies such as the promotion of Mandarin Chinese as the primary language in education and official settings can exacerbate these tensions.

Economic disparities also contribute to social conflicts among ethnic minorities. While some regions with significant minority populations have experienced economic development, others continue to lag behind, leading to disparities in income, infrastructure, and access to resources. This economic imbalance can fuel grievances and feelings of marginalization among minority communities.

Issues related to land rights and resource exploitation often intersect with ethnic tensions. In regions inhabited by ethnic minorities, such as Tibet and Xinjiang, disputes over land ownership, natural resource extraction, and environmental degradation have fueled social unrest and protests. Government policies aimed at economic development and infrastructure projects in these regions can exacerbate these conflicts, leading to allegations of land grabs and exploitation.

Political representation and autonomy are contentious issues for many ethnic minorities. While China officially recognizes the autonomy of certain minority regions through mechanisms like autonomous regions and prefectures, the extent of self-governance and decision-making power granted to these regions is limited. Minority groups often seek greater autonomy and control over their affairs, leading to clashes with central authorities (Hoshino, 2019; Hu, A., & Hu, L., 2011; Liu, & Xiao, 2020; Wang, 2024; Wu, 2022).

Overall, the social conflicts associated with Chinese ethnic minorities reflect complex historical, cultural, economic, and political dynamics. Addressing these conflicts requires a nuanced approach that respects the rights and aspirations of minority communities while promoting social cohesion and unity within the broader Chinese society. Seeing education itself and professional and higher in particular as the way of levelling up many social conflicts associated with the minorities, Chinese state provides ethnic minorities with preferential treatment in areas such as education, employment, and social welfare (Ryan, 2019). Government policies, such as affirmative action programs and quota systems, are implemented to ensure representation and opportunities for minority individuals in various sectors. In some cases, minority students may have access to scholarships or other forms of financial assistance to support their education.

For many ethnic minorities in China, access to professional and higher education has long been an elusive dream (and, logically the source of a very sharp social conflict), shaped by historical, cultural, and socio-economic factors. Throughout China’s history, educational opportunities were often limited for minority groups, with access to formal schooling and advanced studies disproportionately favouring the Han majority (Clothey, 2005). Historically, there also have been examples of systemic discrimination and exclusion of ethnic minorities from higher education opportunities in China. For instance, during the Cultural Revolution (1966–1976), universities and academic institutions were disrupted, and intellectuals, including minority scholars, were targeted for political persecution. This period of upheaval and chaos further hindered the educational advancement of minority individuals (Kalashnyk, Levchenko, Tkachenko, & Mkrtychan, 2021).

In recent decades Chinese government makes great and very expensive efforts to improve educational opportunities for ethnic minorities in China, especially to increase the amount of people with professional and high education from the ethnic minority origin. It perceives artistic, pedagogical, and agricultural professional and high education as a crucial social opportunity for ethnic minorities due to several reasons that, in the mind of the Chinese leaders, serve the idea of levelling the social conflicts associated with the ethnical minorities:

1. The Chinese government perceives professional and high musical-pedagogical education as a potent tool for mitigating *social conflicts associated with the preservation of ethnic identity and cultural heritage*. This approach is grounded in the belief that providing ethnic minorities with opportunities to excel in music and pedagogy not only empowers individuals but also fosters a sense of pride in their cultural heritage, thereby promoting social harmony and unity. One reason behind this perspective is the recognition of music as a universal language that transcends cultural barriers. By investing in professional music education for ethnic minorities, the government aims to equip individuals with the skills and knowledge to preserve and promote their unique musical traditions. This can serve as a means of cultural expression and identity affirmation, helping to strengthen bonds within minority communities and foster mutual understanding between different ethnic groups. Moreover, high-quality musical-pedagogical education empowers ethnic minority individuals to become ambassadors of their cultural heritage, both within their communities and on a broader stage. By nurturing talented musicians and educators from minority backgrounds, the government showcases the rich

diversity of Chinese culture to the world and promote cross-cultural exchange and appreciation (Cai, 2024). This not only enhances China's soft power but also contributes to the preservation and revitalization of traditional ethnic arts and music. To support the minority professional and high musical-pedagogical education were some government initiatives that successfully act in the country: the Central Conservatory of Music (CCOM), located in Beijing, offers a wide range of undergraduate and graduate programs in music performance, composition, music education, and musicology while providing scholarships and support for talented students from diverse ethnic backgrounds, including minority groups. In regions with significant minority populations, specialized music schools and academies have been established to provide professional training in traditional ethnic music and dance. These schools often offer comprehensive programs covering both artistic and pedagogical aspects of music education, with a focus on preserving and promoting minority cultural heritage. The Chinese government organizes various music festivals, competitions, and cultural events celebrating ethnic diversity and traditional music. These events provide platforms for minority musicians and performers to showcase their talents, connect with audiences, and network with industry professionals. To address the shortage of qualified music educators in minority regions, the government sponsors teacher training programs and workshops focusing on ethnic music pedagogy. These programs aim to equip teachers with the skills and knowledge needed to teach traditional ethnic music and integrate it into the mainstream education system (Gao, 2019).

2. The Chinese government views professional and high musical-pedagogical education as a means to alleviate social conflicts connected with economic disparities among ethnic minorities. This perspective is based on the belief that providing access to quality education and professional training in music and pedagogy can empower individuals from minority backgrounds to pursue lucrative careers in the music industry, thereby narrowing the economic gap between ethnic minorities and the Han majority (Kalashnyk, Yakushko, Plakhotnik, Liu, & Huang, 2023). One reason behind this perspective is the recognition of music as a viable career path with significant economic potential. By investing in professional music education for ethnic minorities, the government aims to create pathways for individuals to enter the music industry as performers, educators, composers, and music entrepreneurs. This can open up opportunities for economic advancement and upward mobility, enabling minority individuals to improve their socio-economic status and contribute to the overall development of their communities. Moreover, high-quality musical-pedagogical education can serve as a vehicle for economic development in minority regions. By nurturing talent and fostering a vibrant music ecosystem, the government can stimulate cultural tourism, arts-related industries, and creative enterprises, creating job opportunities and generating income for local communities. This can help to diversify the economy of minority regions and reduce dependence on traditional sectors such as agriculture. To support minority individuals interested in pursuing careers in the creative industries, the government sponsors entrepreneurship programs and initiatives focusing on arts management, event production, and cultural entrepreneurship. These programs aim to cultivate a new generation of cultural leaders and innovators who can contribute to the economic vitality of minority regions (Hoshino, 2019). Moreover, the government implements projects and initiatives aimed at promoting the development of the music industry in minority regions, including infrastructure investment, market access initiatives, and export promotion programs. In particular:

- Chinese government allocates funds to support the development of the cultural and creative industries and help the ethnic minority' representatives to start or expand their ventures in the arts and culture sector;
- Business Incubators and Innovation Hubs focused on the cultural and creative industries provide resources, mentorship, and networking opportunities for entrepreneurs, including those from ethnic minority communities, looking to launch or grow their arts-related businesses;
- Specialized Training and Capacity Building Programs support the entrepreneurship in the cultural and creative sectors. These programs offer workshops, seminars, and mentorship opportunities tailored to individuals interested in pursuing careers in the arts and culture industries;
- Cultural Heritage Conservation and Tourism Development Projects often have economic components, such as the development of cultural tourism infrastructure and the promotion of handicrafts and traditional arts, which can create opportunities for entrepreneurship and economic development among minority groups;
- Policy Support for Cultural and Creative Industries aims at supporting the development of the cultural and creative industries, including tax incentives, financing mechanisms and regulatory reforms. These policy measures create a conducive environment for entrepreneurship and innovation in the arts and culture sector, benefiting from all backgrounds, including ethnic minorities (Liu, & Xiao, 2020; Wu, 2022).

3. The Chinese government perceives professional and high musical-pedagogical education as a potential means of addressing social conflicts connected with issues related to land rights and resource exploitation for ethnic minorities. This perspective is based on the recognition that such education can empower ethnic minority musicians and educators to establish cultural zones or areas where their cultural heritage is preserved and celebrated, thereby mitigating tensions over land rights and resource exploitation. By promoting professional

education in music and pedagogy, the government aims to equip ethnic minority individuals with the skills and knowledge needed to assert their cultural identity and rights to land and resources (Wang, Ya., 2024). Establishing cultural zones or areas where minority cultures are valued and protected can help to reduce conflicts and promote social harmony within multi-ethnic regions. Concrete examples of cases where ethnic minority musicians have established cultural zones or areas to assert their rights to land and resources include Tibetan Cultural Preservation Areas (Tibetan musicians and cultural activists have played a key role in establishing cultural preservation areas where Tibetan language, music, and arts are promoted and protected, often entered around monasteries), Uyghur Cultural Heritage Sites (usually historic landmarks, cultural centres, and performance venues, serve as focal points for Uyghur cultural identity), Ethnic Minority Music Villages (established throughout China by ethnic minority musicians and educators these communities often serve as living museums of minority culture) (Cai, 2024; Kalashnyk, Levchenko, Tkachenko, & Mkrtychan, 2021).

The Chinese government sees professional and high musical-pedagogical education as a multifaceted instrument for leveling up social conflicts associated with ethnic minorities. By promoting cultural preservation, economic empowerment, intercultural understanding, social integration, and cultural autonomy, it contributes to building inclusive and harmonious societies where all ethnic groups can thrive and contribute to the nation's development.

Conclusions. The Chinese experience of addressing social conflicts associated with ethnic minorities through the provision of professional music-pedagogical education can offer valuable insights and lessons for Ukraine, which also grapples with similar challenges in its multicultural and multiethnic society. Like China, Ukraine is home to diverse ethnic minority groups with distinct cultural traditions and identities. Providing professional music-pedagogical education to minority individuals can empower them to preserve and promote their cultural heritage, fostering a sense of pride and identity within their communities. By investing in the preservation of ethnic identity through music and arts education, Ukraine can strengthen social cohesion and promote mutual respect among its diverse population. By empowering ethnic minorities to participate in economic activities related to their cultural heritage, Ukraine can promote inclusive growth and reduce socio-economic inequalities across ethnic lines. By empowering ethnic minority communities to establish cultural zones or areas where their cultural heritage is valued and protected, Ukraine can mitigate tensions over land rights and promote sustainable development that respects the rights and interests of all ethnic groups. By investing in music and arts education as a tool for cultural preservation, economic empowerment, and social cohesion, Ukraine can work towards building a more inclusive and prosperous society where all ethnic groups can thrive and contribute to the country's development.

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Професійна та вища мистецько-педагогічна освіта в подоланні соціальних конфліктів: досвід етнічних меншин Китаю

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Вивчення досвіду Китайської Народної Республіки у вирішенні (чи нівелюванні) соціальних проблем етнічних меншин шляхом їх залучення до вищої мистецько-педагогічної освіти є актуальним для України. Оскільки Україна стикається з власними викликами, пов’язаними з інтеграцією та залученням етнічних меншин, зокрема в контексті збереження їхньої самобутньої культури через освіту, китайський підхід пропонує цінні ідеї та потенційні рішення. Мета статті – представити китайські підходи до вирішення/нівелювання соціальних проблем національних меншин через доступ до професійної та вищої мистецько-педагогічної освіти. Зокрема, розглядаються такі проблемні аспекти, як збереження культурної ідентичності національних меншин, нівелювання соціальних конфліктів усередині самих меншин та на рівні «держава-меншина», доступ до вищої освіти як спосіб вирішення соціальних конфліктів та інші. Вивчення досвіду Китаю у вирішенні соціальних проблем етнічних меншин через професійну та вищу мистецько-педагогічну освіту дає Україні цінні уроки та стратегії сприяння збереженню культури, соціальної згуртованості та економічного розвитку в її різноманітному суспільстві. Для написання статті були використані такі методичні підходи, як огляд літератури, порівняльний аналіз, мультидисциплінарний підхід та загальний аналіз державної політики з цього аспекту. Ці методи характерні для наукових досліджень у галузі загальної педагогіки, соціальної педагогіки та компаративістики, що дозволяє авторам розглядати проблему з різних ракурсів. Було отримано такі результати: китайський досвід вирішення соціальних конфліктів, пов’язаних з етнічними меншинами, через вищу та професійну мистецько-педагогічну освіту може дати цінну інформацію для України, яка стикається з подібними викликами у своєму полікультурному та поліетнічному суспільстві. Крім того, він пропонує практичні моделі комплексної соціальної підтримки представників етнічних меншин.

Ключові слова: КНР, соціальний конфлікт, етнічна меншина, управління державою, художньо-педагогічна освіта.

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