

# EDUCATION ON CONSERVATION, PROMOTION OF TRADITIONAL CULTURAL IDENTITY OF ETHNIC MINORITIES IN DAK LAK PROVINCE - CURRENT SITUATION AND PROBLEMS\*

**Chu Vu Bao Thu**<sup>1</sup>  
**Vu Thi Thanh Minh**<sup>2</sup>

<sup>1</sup>Hanoi University; <sup>2</sup>Thanhdo University

Email: [baothu2911@gmail.com](mailto:baothu2911@gmail.com)<sup>1</sup>; [vttminh@thanhdowni.edu.vn](mailto:vttminh@thanhdowni.edu.vn)<sup>2</sup>.

Received: 12/9/2024; Reviewed: 16/9/2024; Revised: 18/9/2024; Accepted: 25/9/2024

DOI: <https://doi.org/10.58902/tcnckhpt.v3i3.172>

**Abstract:** *The current context of international integration opens up many opportunities for the country to develop, but that context also poses many challenges for the work of preserving the culture of ethnic minorities. For Dak Lak province, when the traditional cultural values of local ethnic minorities are facing the risk of fading away, the issue of education to preserve the culture of ethnic minorities becomes even more important. In fact, it has raised the responsibility for education to preserve and promote the cultural identity of ethnic minorities for the community and the participation of authorities at all levels. Based on the above meaning, the study analyzes the current status of education to preserve and promote the cultural identity of local ethnic minorities in Dak Lak province over the last period of time. On that basis, it suggests some contents that need attention when implementing education to preserve the traditional culture of local ethnic minorities in the province.*

**Keywords:** *Local ethnic minorities; Education to preserve and promote traditional cultural identity; Dak Lak Province.*

## 1. Problem statement

Dak Lak is a province of the Central Highlands with 2,481 villages, merchants, and residential groups, of which 608 are the main residences of local ethnic minorities such as: Gia Rai, Ede, Ba Na, So Dang, Co Ho, Mnong, Raglai, Gie-Trieng, Ma, Chu Ru... This place converges all the natural elements of forests, mountains, rivers and lakes, rapids, along with the diverse cultural identity elements of 49 ethnic groups. However, at present, many cultural values of compatriots are gradually being transformed or transformed in a negative direction. A part of the young class is no longer interested in the traditional cultural values of the nation. Industrial cultural products and imported goods are dominating over traditional cultural products. The effects of the market economy, the effects of foreign cultures also degrade some traditional moral values of ethnic minorities. In the

face of that fact, research on cultural conservation education of ethnic minorities in Dak Lak and pointing out factors to enhance the effectiveness of that conservation education is extremely necessary.

## 2. Research overview

In many countries around the world, the issue of education to preserve and promote traditional cultural traditions has been paid attention to and focused by all levels of government and academia. In Vietnam, in recent years, author Ngo Quang Dien (1999), "Preserving and promoting national cultural identity: The role of research and education", Ho Chi Minh City Publishing House. Ho Chi Minh has learned about culture, cultural identity, preservation and promotion of national cultural heritage; The role of various types of education in the preservation and development of national culture. Le Cao Thang's doctoral thesis

---

\* *The article is the result of a provincial-level research project: "Building an educational model to preserve and promote traditional cultural identity of ethnic minorities in Dak Lak province", 2022 - 2024*

(2013), "Educational activities of traditional cultural values for students today" (through a survey of some universities in Hanoi), the Vietnam Institute of Culture and Arts has systematized theoretical issues about traditional cultural values of the Vietnamese nation, identified traditional cultural values that need to be educated for students today; assess the current situation of traditional cultural value education for students of universities Study in Hanoi; Propose some solutions to improve the effectiveness of traditional cultural value education activities for students today. In addition, there are some articles such as: "Education of traditional culture for students in the current context" by author Le Huu Ai, 2010; "Educating traditional cultural values for the young generation" by author Le Cao Thang (2010); "Education of traditional culture to create values, national and ethnic stature" by author Dai Khai, Education Magazine of the Times, 2017... The works have clarified a number of theoretical and practical issues about traditional cultural education.

Some research works on conservation and conservation education to promote the traditional culture of local ethnic minorities in Dak Lak have mentioned policies and educational models to preserve and promote traditional culture of ethnic minorities on the spot in Dak Lak. Notably, the work of author Pham Ngoc Dai (2016), "Preserving and promoting the cultural values of local ethnic minorities in Dak Lak province and some arising problems", the Central Highlands Journal of Social Science discussed the conservation and promotion of cultural values of local ethnic minorities through specific policies such as: promulgating a project to preserve and promote gong cultural heritage in the periods 2007-2010; 2012-2015; 2016-2020; group Organize classes to teach how to play gongs for the younger generation; organize competitions for gong cultural festivals, folk songs, folk dances; associate gong music with tourism, honoring folk artisans. Trung Thi Thu Thuy, Pham Thi Trung (2020), "The role of cultural subjects in preserving and promoting the traditional culture of the Central Highlands - Perspective from general education", Vietnam Education Science Magazine

discussed the role of high schools in "Building people to develop culture".

Although there are not many direct research works on educational activities to preserve and promote traditional culture of local ethnic minorities in Dak Lak province, the works have also mentioned the position and role of education to preserve and promote the cultural identity of ethnic minorities in the area. These research results are important materials for the author to inherit in this study.

### **3. Research method**

The article uses qualitative research methods, analyzes and synthesizes research results on education to preserve traditional cultural values of local ethnic minorities in Dak Lak by previous authors. At the same time, using the research results, with the survey and survey data (quantitative research) of the topic "Building an educational model to preserve and promote the traditional cultural identity of local ethnic minorities in Dak Lak province" to analyze the current situation of education to preserve traditional cultural values of local ethnic minorities in Dak Lak. On that basis, identify the issues raised in education to preserve traditional cultural values of local ethnic minorities in Dak Lak.

### **4. Research content**

#### ***4.1 The current situation of education to preserve and promote cultural identity values of ethnic minorities in Dak Lak, recently***

For thousands of years, the traditional cultural values of ethnic minorities in Dak Lak province have been deeply rooted and rooted in the spiritual and material life of compatriots. Those are the long songs of Dam San, Xinh Nha...; traditional craft village products: brocade weaving, wicker, sculpture; special festivals and unique customs; echoing sounds of gongs, stone instruments, musical instruments made from materials of mountains and forests; lyrics, dances. The whole province currently has 43 physical cultural heritages. The Ministry of Culture, Sports and Tourism has also recognized 3 national intangible cultural heritages: The epic of the Ede people; The longevity celebration of the M'ngong people (Lak district); Rhyming words of the Ede people (Cu

M'gar district). In particular, Dak Lak province is located in the Central Highlands Gong Cultural Space honored by UNESCO.

Education to preserve and promote the cultural values of local ethnic minorities in the ethnic community in Dak Lak province aims to provide compatriots, including ethnic minority students, with basic knowledge and understanding of the traditional cultural capital of ethnic groups in the homeland. Ethnic culture education helps local ethnic minority communities form and develop skills to approach, exploit knowledge and traditional cultural capital of the locality, of the local minority ethnic community to learn and apply in current activities as well as in the future. National cultural education will form pure, noble, loving and attached to the community for compatriots, contributing to educating them with a new human personality. Education to preserve and promote the cultural values of ethnic minorities expressed in specific contents such as:

First: Educate compatriots about the good traditions of the Vietnamese ethnic community, about the cultural identity of ethnic minorities; educate the attitude of respect for national culture, step by step forming national pride, confident attitude for ethnic minorities when introducing the cultural values of their nation to other ethnic groups.

Second: Educate cultural behaviors that are "in line with the living environment, with natural landscapes and cultural landscapes. Educate

**Table 1: The meaning of education to preserve and promote the traditional cultural identity of local ethnic minorities**

Content	Quantity	%
Enhance the understanding of traditional culture	137	80,6
Strengthen national consciousness, love for the homeland and the country	118	69,4
Forming, developing the right awareness, attitude and feelings, practicing basic skills in preserving and promoting traditional cultural values	142	83,5
Awaken and promote the creativity of ethnic minorities on the spot	112	65,9
Improve and enhance the spiritual life of local ethnic minorities	103	60,6
Build a healthy cultural environment to develop and perfect personality	98	57,6
Conserving and promoting endogenous resources, motivation for socio-economic development	108	63,5

*Source: Analysis of survey results of 170 votes for commune, district and provincial officials on the topic "Building an educational model to preserve and promote traditional cultural identity of local ethnic minorities in Dak Lak province".*

**Table 2: The level of education to preserve the culture of ethnic minorities in the community**

Traditional culture	Education level					
	Regular		Sometimes		Never	
	Quantity	%	Quantity	%	Quantity	%
Housing	88	51,8	77	45,3	5	2,9
Clothing	98	57,6	70	41,2	2	1,2
Cuisine	111	65,3	58	34,1	1	0,6
Musical instruments	54	31,8	107	62,9	9	5,3
Traditional occupations	43	25,3	114	67,1	13	7,6
Language, writing	78	45,9	79	46,5	13	7,6
Community festivals	56	32,9	103	60,6	11	6,5
Family rituals	66	38,8	92	54,1	12	7,1
Folk literature and arts	37	21,8	114	67,1	19	11,2
Local traditional knowledge	44	25,9	107	62,9	19	11,2
Customs and practices	89	52,4	68	40,0	13	7,6
Beliefs and religions	78	45,9	77	45,3	15	8,8

*Source: Analysis of survey results, investigation of 170 votes for commune, district and provincial officials on the topic.*

The results of the analysis of the survey form showed that: 79,4% (135/170 votes) said that in the families of local ethnic minorities, they often and regularly educate the traditional culture of their ethnic group. 88,2% (150/170 votes) affirmed that schools in the area all conduct traditional cultural education of local ethnic minorities for students.

**Table 3: Educational content to preserve and promote traditional cultural values**

Content	Quantity	%
Impart traditional cultural values in the family's daily activities	120	70,6
Propaganda, education on information and communication media	120	70,6
Participate in classes to teach some traditional cultural values	111	65,3
Preserve and promote traditional values in building a new cultural life	43	25,3
Join Clubs, gong teams, mass arts teams	102	60,0
Preservation of traditional crafts, traditional craft villages	103	60,6
Maintain and implement customs, traditions, traditional festivals, cultural activities in the family and community	121	71,2
Other opinions:		
+ Education through local programs at the secondary school level		
+ Organize educational activities after class, experience, activities under the flag		

*Source: Analysis of survey results, investigation of 170 votes for commune, district and provincial officials on the topic.*

22,4% (38/170) of officials said that the educational content of cultural preservation in schools in the area was very suitable; 63,5% (108/170) of the opinion that the educational content was appropriate. Similarly, when answering about the form of education, it is 21,8% (37/170) and 61,8% (105/170); Regarding educational measures, the same number is 19,4% (33/170) and 62,4% (106/170). The number of opinions that it is not suitable accounts for a small percentage in 3 contents is 4,7%; 5,9% and 7,1%. The above results show that schools in the area have used a lot of educational content for students to effectively preserve the culture of ethnic minorities on the spot.

**Table 4: Forms of education to preserve traditional cultural values of local ethnic groups**

Form	Level					
	Regular		Sometimes		Never	
	Quantity	%	Quantity	%	Quantity	%
Teaching	94	55,3	61	35,9	15	8,8
Extracurricular talk	42	24,7	100	58,8	28	16,5
Competition to learn about ethnic culture	45	26,5	97	57,1	28	16,5
Establishing a club	40	23,5	75	44,1	5	32,4
Organizing ethnic games	50	29,4	96	56,5	24	14,1
Cultural, art and sports festivals	68	40,0	89	52,4	13	7,6
Organizing field trips	30	17,6	107	62,9	33	19,4
Organize Organizing fun learning festivals about ethnic culture	37	21,8	106	62,4	27	15,9
Living and learning about cultural traditions	49	28,8	93	54,7	28	16,5

*Source: Analysis of survey results, investigation of 170 votes for commune, district and provincial officials on the topic.*

The results show that schools have flexibly used many educational methods such as bringing the content of cultural conservation of local ethnic minorities integrated into the lectures is the most frequent 55,3% (94/170 opinions), of which the form of organizing actual tours is probably the least organized due to many reasons (17,6%; 30/170 votes), 78,8% (134/170) opinion that reputable people in the ethnic minority community have a very important role in education to preserve the culture of ethnic groups.

Since 2016, the People's Council of Dak Lak province has issued Resolution No. 05/2016/NQ-HDND on preserving and promoting gong culture in the period 2016 - 2020. "Accordingly, the province has distributed 151 sets of gongs and 283 traditional costumes to the village community and students of some schools in the area. The organization of teaching gongs for young people, students and students. Collaborate with the National Institute of Culture and Art of Vietnam to open epic teaching classes and epic singing art. Organizing demonstrations and rituals of some traditional ceremonies and festivals: Offering water, offering rain bridges, connecting brothers of the Ede people; new rice offering ceremony, offering of the M'ngong people; organizing gong cultural festivals, gong performances associated with rituals and ceremonies of ethnic minorities. Many brocade weaving clubs of Ede and M'ngong people in Ale A trade, Ea Tam ward; Ako Dhong

merchant, Tan Loi ward; Tang Bong merchant, Ea Kao commune and Ea Bong merchant, CuEbur commune, Buon Ma Thuot city have cooperated with tourism companies to organize production, create new tourism products such as visiting craft villages" (Lien, 2021).

Implementing Plan No. 13/2022/KH-UBND of the Provincial Committee for Ethnic Groups on the implementation of protecting and promoting the value of national intangible cultural heritage in the province in the period of 2023 - 2025, the province has opened teaching classes on cultural heritages. At the same time, build and organize the operation of point models on promoting the value of national intangible cultural heritage associated with community tourism development. "In 2022, the whole province organizes 13 classes to teach gong beating. Within the framework of Project 6 of the national target program, the Department of Culture, Sports and Tourism organizes a training program to preserve and promote traditional cultural values of ethnic minorities in the place associated with tourism development for officials doing cultural work; organize a teaching and practice class on handmade pottery of the M'ngong ethnic group in Yang Tao commune (Lak district); open instructions and teaching on gongs, folk dance and musical instruments. Ethnic groups in Ea H'leo, Krong Búk, Lak districts of the province; organize training, dissemination, legal education classes on the construction and implementation of

incense and conventions in ethnic minority areas; open an instruction and teaching class on traditional brocade weaving of the Ede people..." (Dak Lak Department of Culture, Sports and Tourism, 2023).

Over the years, the province's Education sector has strongly implemented traditional cultural transmission activities to ethnic minority students. Ethnic Minorities Boarding Upper Secondary School - Ethnic Minorities Boarding Lower Secondary School in Krong Bong district has always maintained that students wear traditional costumes two days/week, on anniversaries, major holidays and this is considered a criterion for evaluating emulation between classes. From the school year 2021 - 2022 to now, the school has replaced mid-hour exercises with folk dances. Over the past 20 years, the University has effectively maintained a young gong team with 7 members. From 2018 to now, the school has begun to introduce Ede into teaching for students in grades 6 and 7. At the same time, orientation for teachers to study the characteristics of customs, costumes, culinary culture, some typical festivals of local ethnic groups to integrate and integrate into the teaching content of learning subjects... (Mai, 2024). Ethnic Boarding High School - Lak District Junior High School established a young gong club. At the beginning of each school year, ethnic boarding high school - Cu Mgar junior high school (Cu Mgar district, Dak Lak province) at the

beginning of each school year develops a plan to organize extracurricular activities according to themes and themes such as: Performances, introductions of costumes and cuisines of each ethnic group, a club of folk songs, folk dances, traditional musical instruments of some ethnic minorities. Trang Lang Ethnic Boarding High School (Buon Ma Thuot city, Dak Lak province) regularly organizes many programs, exercise movements, sports, folk games, cultural exchange festivals, extracurricular activities on heritage, traditional culture of ethnic groups. (Dung, 2024).

When asked about the evaluation of educational activities to preserve and promote traditional culture of ethnic minorities in the area, many opinions of leaders at all levels under the scope of research of the topic "Building an educational model to preserve and promote traditional cultural identity of local ethnic minorities in Dak Lak province" have affirmed that the forms and contents of education are very good and good. Particularly, the criterion "Establishing Clubs, traditional cultural education models" the number of bad answers accounted for 42,4%. In this content, when the topic asks for the opinions of 400 people, 52,5% of opinions (210/400 votes) say that their children do not participate in these cultural clubs. This is the content that needs to be invested in organizing when educating traditional cultural preservation for ethnic minorities in Dak Lak province.

**Table 5: Evaluation of educational activities to preserve and promote traditional culture of local ethnic minorities**

Traditional culture	Level					
	Very good		Good		Not good yet	
	Quantity	%	Quantity	%	Quantity	%
<i>Issue and implement specific policies to preserve and promote traditional cultural values</i>	55	32,4	100	58,8	15	8,8
<i>Propaganda and education on media and communications</i>	51	30,0	100	58,8	19	11,2
<i>Organize classes to teach some typical traditional cultural values</i>	29	17,1	104	61,2	37	21,8
<i>Associate the preservation and promotion of traditional values with the construction of a new cultural life</i>	38	22,4	111	65,3	21	12,4
<i>Restore, preserve, restore and promote cultural heritages</i>	24	14,1	102	60,0	44	25,9

Traditional culture	Level					
	Very good		Good		Not good yet	
	Quantity	%	Quantity	%	Quantity	%
<i>Preserve traditional crafts and traditional craft villages</i>	28	16,5	86	50,6	56	32,9
<i>Establish clubs and models of traditional cultural education</i>	21	12,4	77	45,3	72	42,4
<i>Organize traditional festivals and cultural festivals of ethnic minorities</i>	22	12,9	97	57,1	51	30,0
<i>Analysis of survey results, investigation of 170 votes for commune, district and provincial officials on the topic</i>	36	21,2	107	62,9	27	15,9
<i>Other forms and methods</i>	25	14,7	101	59,4	44	25,9

Source: Analysis of survey results, investigation of 170 votes for commune, district and provincial officials on the topic.

#### 4.2 Difficulties and limitations of education to preserve and promote traditional cultural values of ethnic minorities in Dak Lak.

However, over the years, the education of preserving and promoting the cultural identity value of ethnic minorities residing in the province has still faced many difficulties and limitations. In the community of boarding ethnic minorities today, there are still many people who do not understand the culture of ethnic minorities, some people do not speak ethnic minority languages (especially young people), the number of elderly people who are not fluent in Mandarin is still very large, so they are very limited in performing

educational tasks. Besides, many cultural values are distorted and difficult to restore. The artisans who hold those traditional cultural knowledge are getting older and older; the young class is not interested in traditional cultural values, so the education to preserve the traditional cultural values of ethnic minorities on the spot is not highly effective. In schools, ethnic cultural content is implemented, integrated teaching or implemented in the form of organizing activities, but there are many limitations from the development of programs, documents to the implementation of education.

**Table 6: Difficulties of education to preserve traditional culture of local ethnic minorities in Dak Lak**

Content	Quantity	%
Lack of preachers	138	81,2
Lack of cultural environment	82	48,2
Lack of funds	105	61,8
Not supported by family and relatives	39	22,9
Agencies, leaders, Authorities and departments have not paid attention	34	20,0
Content, form, and educational methods still have many inadequacies	78	45,9
Needs, hobbies, lifestyles have changed a lot	106	62,4

Source: Analysis of survey results, investigation of 170 votes for commune, district and provincial officials on the topic.

The opinion "lack of instructors" accounts for a high rate of 81,2% (138/170 opinions). The content of needs, interests, lifestyles that have changed a lot also account for a high vote rate (62,4%). This is a major obstacle to the

conservation and education of traditional cultural values of ethnic minorities in Dak Lak.

#### 5. Discussion

The reality of education to preserve and promote traditional cultural values of local ethnic

minorities in Dak Lak, in recent times, has raised the following issues that need to be addressed:

### **5.1 Group of issues on the implementation of cultural conservation policies of ethnic minorities**

First of all, it is necessary to pay attention to conducting a general inventory of traditional cultural capital of local ethnic minorities. This total inventory needs to be meticulous instead of following the model of commonly seen anthropological works. Strengthen the teaching of ethnic minority languages from primary school and above. At the same time, allowing and guiding compatriots to restore and practice traditional forms of summer festivals according to old traditions, absolutely no "directing or staging" or "theatricalization".

In the context of many changes in life, the culture of ethnic minorities has a continuous exchange and transformation, in addition to collecting, researching and preserving and preserving elements at risk of becoming a future (ancient stories, love songs, ancient languages, etc.), it is very necessary to study in depth the elements of traditional culture and art such as music, dance, literature, fine art decoration, etc. to serve the exploitation, preservation and promotion in contemporary life. From the research results, it will contribute to proposing valid opinions to managers and cultural planners in setting out policies for the conservation and promotion of ethnic culture. It is an issue related to the preservation and promotion of what and how to preserve and promote traditional cultural elements such as customs, religions and beliefs, folk performing arts, folk knowledge,...

The implementation of policies in general and policies for the conservation and development of ethnic culture in particular require thorough research and close adherence to the reality of each ethnic group in each specific area. In the content of the projects, there should be an item on collecting and researching traditional cultures of ethnic minorities, including printing and publications (books, photos, videotapes, etc.). These cultural research and collection products need to be distributed to ethnic boarding high schools, semi-boarding ethnic high schools, especially provincial ethnic boarding high

schools, village and merchant cultural schools.

### **5.2 Group of issues on improving the effectiveness of education to preserve and promote the value of cultural identity of local ethnic minorities, in the context of current international integration.**

- The issue of improving the effectiveness of conservation education to promote the value of cultural identity of local ethnic minorities in the multicultural education environment at all levels (preschool, primary school, lower secondary school, upper secondary school, ethnic minorities boarding high schools, ethnic minorities semi-boarding high schools, vocational schools, universities in the area, in the context of current international integration such as: Building a strong pedagogical collective with a cultural tradition, responsible for preserving and developing the value of national cultural identity, responsible for educating cultural identity values for ethnic minority students on the spot; Innovating the content, method and form of organizing educational activities on cultural identity values of ethnic minorities, in the multicultural educational environment in schools; Ensuring the conditions of material and financial facilities for educational activities to preserve and promote the value of the unique cultural identity of local ethnic minorities in the multicultural education environment in schools.

- The issue of improving the effectiveness of conservation education to promote the value of cultural identity of local ethnic minorities of local leaders and of the population community.

- The issue of improving the effectiveness of conservation education to promote the value of cultural identity of local ethnic minorities of subjects belonging to socio-political organizations (women, youth...).

- The issue of improving the effectiveness of conservation education to promote cultural identity values.

- The issue of improving the effectiveness of conservation education to promote the value of cultural identity of local ethnic minorities of tourists.

- The issue of linking and promoting the participation of social forces in education to preserve and promote the value of cultural identity



of ethnic minorities in the province, in the current context.

In particular, focusing on building "Information, education and communication clubs" on preserving and promoting the good traditional cultural values of ethnic groups in villages and merchants and at the same time promoting the roles and responsibilities of the components participating in the construction of the club. Bringing cultural conservation education content into schools, into school levels from kindergarten level and above. At the same time, strengthen cultural preservation education from within the family and outside the community. Diversify types of cultural presentations (not theatrical): through mobile exhibitions, small stages, encourage compositions with the unique characteristics of each local ethnic minority community. The interesting thing here is to build a safe, healthy, friendly learning environment in an open direction; build a school culture associated with local culture; integrate, integrate education to preserve and promote cultural identity in teaching subjects; promote teaching through heritage...

## 6. Conclusion

In the face of the impact of the process of world cultural exchange and integration, the transformation of natural and social conditions, the cultural identity of local ethnic minorities in Dak Lak is in danger. There are fewer and fewer folk artisans and elderly people who have a deep understanding of cultural values... Therefore, the preservation and promotion of the cultural identity of ethnic minorities in the place does not only stop at maintaining a festival or a few individual cultural elements, but also requires a specific and effective solution system, improving the effectiveness of education to preserve the unique cultural values of ethnic minorities in the multi-education environment. Dak Lak province needs to have educational solutions to preserve the culture of local ethnic minorities specifically for each subject and each organization in order to raise awareness for the whole community about the purpose, meaning, importance and ways to preserve the cultural identity of local ethnic minorities in the area, in the context of international integration.

## Reference

- Ai, L. H. (2010). Traditional cultural education for students in the current context. *Literature and Art Magazine*.
- Dai, P. N. (2016). Preserving and promoting the cultural values of ethnic minorities in Dak Lak province and some arising problems, *Central Highlands Social Science Journal*, 22.
- Department of Culture, Sports and Tourism of Dak Lak province. (2023) *Report on the results of the implementation of Plan No. 46/KH-UBND dated March 1, 2022 of the Provincial People's Committee on Preservation and promotion of good traditional cultural values of ethnic minorities associated with tourism development in Dak Lak province in 2022 and tasks in 2023*.
- Department of Culture, Sports and Tourism of Dak Lak province. (2023). *Report on the implementation of project 6 under the National Target Program on Socio-economic Development of ethnic minority areas in the period 2021-2030 in Dak Lak province*.
- Dien, N. Q. (1999). *Preserving and promoting national cultural identity: The role of research and education*, Ho Chi Minh city: Publisher Ho Chi Minh city.
- Dung, N. (2024). *The ethnic minority students join hands to preserve traditional cultural identity*. Retrieved 1 August 2024 from <https://cadn.com.vn/hoc-sinh-dan-toc-thieu-so-chung-tay-bao-ton-ban-sac-van-hoa-truyen-thong-post290905.html>.
- Khai, D. (2017). Traditional cultural education creates values, national and national stature, *Times Education Magazine*.
- Lien, P. (2021). *Dak Lak: Preserving and promoting the value of ethnic culture*. Retrieved 1 August 2024 from <https://dangcongsan.vn/tu-tuong-van-hoa/dak-lak-bao-ton-phat-huy-gia-tri-van-hoa-dan-toc-587281.html>.
- Mai, T. (2024). *Preserving national cultural identity in schools*. Retrieved 1 August 2024 from <https://baodaklak.vn/van-hoa-du-lich->

- van-hoc-nghe-thuat/202405/giu-gin-ban-sac-van-hoa-dan-toc-trong-truong-hoc-560222b/.
- Thang, L. C. (2010). Education of traditional cultural values for the young generation, *Literature and Art Magazine*, 309, 31-34.
- Thang, L. C. (2013). *Educational activities of traditional cultural values for students today (through a survey of some universities in Hanoi)* (Doctoral thesis, Vietnam Institute of Culture and Arts).
- Thuy, T. T. T. & Trung, P. T. (2020). The role of cultural subjects in preserving and promoting the traditional culture of the Central Highlands - Perspective from general education, *Vietnam Journal of Education Science*, 34.

## GIÁO DỤC BẢO TỒN, PHÁT HUY BẢN SẮC VĂN HÓA TRUYỀN THỐNG CỦA CÁC DÂN TỘC THIỂU SỐ TẠI CHỖ Ở TỈNH ĐẮC LẮK - THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA<sup>†</sup>

Chu Vũ Bảo Thu<sup>1</sup>

Vũ Thị Thanh Minh<sup>2</sup>

<sup>1</sup>Trường Đại học Hà Nội; <sup>2</sup>Trường Đại học Thành Đô

Email: [baothu2911@gmail.com](mailto:baothu2911@gmail.com)<sup>1</sup>; [vtminh@thanhdowni.edu.vn](mailto:vtminh@thanhdowni.edu.vn)<sup>2</sup>.

Ngày nhận bài: 12/9/2024; Ngày phản biện: 16/9/2024; Ngày tác giả sửa: 18/9/2024;

Ngày duyệt đăng: 25/9/2024

DOI: <https://doi.org/10.58902/tcnckhpt.v3i3.172>

**Tóm tắt:** Bối cảnh Hội nhập quốc tế hiện nay mở ra rất nhiều cơ hội cho đất nước phát triển, tuy nhiên bối cảnh đó cũng đặt ra nhiều thách thức cho công tác bảo tồn văn hóa các dân tộc thiểu số. Đối với tỉnh Đắk Lắk, khi mà các giá trị văn hóa truyền thống của các dân tộc thiểu số tại chỗ đang đứng trước nguy cơ mai một thì vấn đề giáo dục bảo tồn văn hóa của các dân tộc lại càng trở nên quan trọng. Thực tế đã đặt ra trách nhiệm cho công tác giáo dục bảo tồn và phát huy giá trị bản sắc văn hóa các dân tộc thiểu số đối với cộng đồng và sự vào cuộc của chính quyền các cấp. Xuất phát từ ý nghĩa trên, nghiên cứu phân tích thực trạng công tác giáo dục bảo tồn và phát huy giá trị bản sắc văn hóa của các dân tộc thiểu số tại chỗ của tỉnh Đắk Lắk, trong thời gian vừa qua. Trên cơ sở đó, gợi mở một số nội dung cần quan tâm khi thực hiện giáo dục bảo tồn văn hóa truyền thống của các dân tộc thiểu số tại chỗ trên địa bàn tỉnh.

**Từ khóa:** Dân tộc thiểu số tại chỗ; Giáo dục bảo tồn và phát huy bản sắc văn hóa truyền thống; Tỉnh Đắk Lắk.

<sup>†</sup> Bài viết là kết quả nghiên cứu của đề tài cấp tỉnh: “Xây dựng mô hình giáo dục bảo tồn và phát huy bản sắc văn hóa truyền thống của các dân tộc thiểu số tại chỗ ở tỉnh Đắk Lắk”, năm 2022 - 2024