

**DEVELOPING A MODEL OF EDUCATION TO CONSERVE AND PROMOTE
THE VALUE OF THE TRADITIONAL CULTURAL IDENTITY
OF LOCAL ETHNIC MINORITIES IN DAK LAK PROVINCE
Current Situation and Solutions**

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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 at risk of being lost, the issue of education to preserve the culture of local ethnic minorities becomes even more important. Reality has raised the responsibility for education to preserve and promote the value of traditional cultural identity of local ethnic minorities for the community and the participation of authorities at all levels. Based on the above meaning, the study and analysis of the current situation of education to preserve and promote the value of traditional cultural identity of local ethnic minorities in Dak Lak province in the recent past is extremely important and urgent. On that basis, suggest some contents that need attention, system of solutions to build models and replicate educational models to preserve and promote traditional cultural identity values of local ethnic minorities in Dak Lak province in the context of current national digital transformation.

Keywords: Education to preserve and promote traditional cultural identity; Current situation and issues; Effective solutions; Local ethnic minorities; Dak Lak province;

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1. Problem statement

Dak Lak is one of the five provinces of the Central Highlands with 2,481 villages, hamlets and residential groups, of which 608 hamlets are the main residence of local ethnic minorities such as: Gia Rai, Ede, Ba Na, Xo Dang, Co Ho, Mhong, Raglai, Gie-Trieng, Ma, Chu Ru... This place converges all the natural elements of forests, mountains, rivers, lakes, waterfalls and the diverse cultural identity of 49 ethnic groups. However, at present, many cultural values of the ethnic groups are gradually being lost or transformed in a negative direction. A part of the young generation is no longer interested in the traditional cultural values of the nation. Industrial cultural products and imported goods are dominating traditional cultural products. The impacts of the market economy and the influence of foreign cultures have also caused some traditional ethical values of ethnic minorities to deteriorate. In this context, research on education to preserve and promote traditional cultural values

of local ethnic minorities in Dak Lak and to point out factors to enhance the effectiveness of education to preserve and promote traditional cultural identity values is extremely urgent. Along with the fact that the Authors have proposed a system of effective solutions to build and replicate the model of education to preserve and promote traditional cultural identity values of local ethnic minorities in Dak Lak province in the context of the current national digital transformation, it will have great significance in theory and practice.

2. Overview of research on the problem

2.1. Foreign studies

2.1.1. Group of research works on traditional cultural identity and preservation of traditional cultural identity

British anthropologist, E.B Taylor, (2019), Primitive culture, translated by Huyen Giang, Tri Thuc Publishing House, Hanoi, said that the studies of AV. Lunatsaroxki, Pn. Phedoxeep, AG.

Egorop, GI. Goman, AK. Uledop and LN. Cogan from a philosophical and sociological perspective have pointed out the close interaction between culture and personality and at the same time affirmed the complete existence of human beings, the comprehensive development of creative forces, imagination, emotional life, as well as physical life of humans, which are the basic phenomena of culture.

Author Thomas L.Friedman (2014), *Ethnicity and boundaries*, Tre Publishing House 2014, viewed the issue of ethnicity as a cultural unit. Thomas L.Friedman focuses on the cultural aspect, the classification of people and local groups as members of an ethnic group must depend on whether they exhibit specific characteristics of culture, that is, they must have a distinct identity. In addition, Thomas L.Friedman also studies Cultural contact and ethnic change, cultural evolution.

2.1.2. Group of research works on education for the preservation and promotion of traditional cultural identity of local ethnic minorities

Education for the preservation and promotion of traditional cultural identity in general and cultural heritage education in particular promote children's interest in society, especially in the surrounding context and history. This issue was mentioned in the article *Field Trip to a Historic House Museum with Preschoolers: Stories and Crafts as Tools for Cultural Heritage Education* by Aerila, Ronkko & Gronman (2016). In Finland, history is often taught through visits to historical sites and local museums, where the role of students can become quite passive and their only activity is to write a report. However, one study found that field trips are much more enjoyable for students if they include interactive activities and students are exposed to both first-hand experience and continued learning in the classroom.

The article *Thinking Like an Archaeologist: Raising Awareness of Cultural Heritage Through the Use of Archaeology and Artefacts in Education* by Ferrer & Egea-Vivancos (2018) points out that in Spain, archaeological and artifact exploration activities have been included in the secondary school curriculum to act as active agents in the process of teaching and learning history as well as cultural preservation education.

2.2. Domestic studies

2.2.1. Group of research works on traditional cultural identity and cultural identity preservation of ethnic groups in Vietnam

Central Propaganda Department (2021), *Policy on preserving and promoting cultural values of ethnic minorities in Vietnam*. The article analyzes the policies of the Party and State in preserving and

promoting the cultural values of ethnic minorities, emphasizing the importance of education in imparting and preserving traditional cultural values.

Ministry of Education and Training (2023), *Educating ethnic minority students on the awareness of preserving traditional costumes*. The article emphasizes the importance of educating ethnic minority students on the awareness of preserving traditional costumes, considering it an important part in preserving and promoting ethnic cultural identity.

Tran Thi Hoa Ry (2021), *Preserving and promoting the fine traditional cultural values of ethnic minorities with sustainable tourism development*, National Assembly Committee on Ethnic Minorities. The article discusses the relationship between preserving the traditional culture of ethnic minorities and developing sustainable tourism, proposing specific solutions to harmonize the interests between cultural preservation and economic development.

2.2.2. Group of research works on preserving and promoting traditional cultural identities of ethnic minorities

Author Duong Thi Ngoc Bich (Editor-in-Chief) and colleagues (2022), *Livelihoods of ethnic minorities in the border areas of Dak Lak province*, Social Sciences Publishing House. The book studies the changes in livelihoods of ethnic minorities in the border areas of Dak Lak province, analyzes the influencing factors and proposes solutions to preserve and promote traditional cultural values associated with sustainable economic development.

Dak Lak Newspaper (2024), *Preserving and promoting cultural values of ethnic minorities: 'Awakening' traditional values*. A series of articles in Dak Lak Newspaper discuss solutions to preserve and promote traditional cultural values of ethnic minorities, emphasizing the importance of preserving cultural identity in contemporary life.

Ministry of Culture, Sports and Tourism (2024), *Dak Lak: Preserving and promoting the cultural values of ethnic minorities*. The article mentions the objectives and solutions of Project 6 in restoring, preserving and promoting the traditional cultural values of ethnic minorities in Dak Lak, associated with the development of community tourism.

2.2.3. Group of research works on preserving and promoting the traditional cultural values of local ethnic minorities in Dak Lak province

Many authors (2004), *Central Highlands Gong Culture Region*, Culture and Information Publishing House, Hanoi, with 54 quality articles on Central Highlands gongs have depicted the historical, cultural, customary and livelihood characteristics

associated with gongs. Gongs are associated with the entire production, livelihood and spiritual life of the Central Highlands people from the time they are born until they return to Yang in the sacred forest.

Nguyen Tan Duc (2005), *Culture, Society and People of the Central Highlands*, Social Sciences Publishing House, Hanoi, comprehensively mentioned the culture, people and society of the Central Highlands before 1975, on that basis, proposed recommendations for the development of the Central Highlands in the process of innovation and integration.

Author Nguyen Ngoc Hoa (2002), *Ede Culture-Tradition and Transformation*, Doctoral Thesis in History, Institute of Cultural and Artistic Studies, Hanoi, focused on analyzing the cultural transformation of the Ede people in Dak Lak in the context of industrialization and modernization. In which, the author mentioned the transformation of gong culture, the “gong bleeding” when he said that “the gong god no longer exists in the long house as a spiritual value but instead is modern conveniences”, the situation of buying and selling gongs during this period was quite common. In the studies of To Dong Hai on *Rituals and Music in the Ceremonies of the M'ngong (Bu Nong)*, National Culture Publishing House, 2003 and *Traditional Rituals of the Bu Nong (M'ngong)*, National Culture Publishing House, 2009, he mentioned the system of rituals and festivals of the M'ngong, considering gongs as the soul of the ritual, a form of communication with the gods to connect with the gods. According to him, music (gongs) is indispensable in these rituals. Ngo Duc Thinh (2007), *Cultural Colors of the Central Highlands*, Tre Publishing House, Hanoi, has contributed to sketching the unique features of the Central Highlands culture. Readers will see images of the Central Highlands cultural region, indigenous worldviews, gongs, ethnic costumes, sketches of the Ede people, characteristics of Ede Folklore, traditional house styles and M'ngong folk culture. Besides, the author also cares about the work of preserving and promoting the traditional culture of ethnic groups in the Central Highlands, which is extremely necessary in the process of socio-economic development of the region.

2.2.4. Group of research works on the model of education to preserve and promote traditional cultural identity

Ngo Quang Son (2022), *Management of the development of the model of education to preserve and promote the traditional cultural identity values of local ethnic minorities in the Central Highlands in the context of the current national digital transformation*, Journal of Ethnic Studies. The article studies the current status of education to

preserve and promote the traditional cultural values of the community of 13 local ethnic minorities in the Central Highlands and proposes solutions to manage and develop the educational model in the context of the current national digital transformation.

Ngo Quang Son (2020), *Model of education to preserve and promote the values of national cultural identity for ethnic minority students in the context of the current industrial revolution 4.0*, Journal of Ethnic Studies. The article analyzes the role of ethnic boarding and semi-boarding schools in educating and promoting cultural identity for ethnic minority students and proposes solutions to improve the effectiveness of cultural education in the context of the current industrial revolution 4.0.

Research works by Luong Hong Quang (2015), Nguyen Thi Hong Hanh (2018) on Educational models to preserve ethnic minority culture. Some models have been implemented in localities with large ethnic minority populations such as the Northwest, Central Highlands and the South. The research works have proposed models of schools associated with heritage, cultural teaching classes in the community, living museum models...to create conditions for the younger generation to access and preserve ethnic identity.

3. Research approaches and methods

3.1. Research approaches

To build an educational model to preserve and promote the traditional cultural identity of local ethnic minorities in Dak Lak, the research will be based on the following main approaches: Historical-logical approach, Systemic approach in the direction of interdisciplinary, inter-regional and inter-level; Pedagogical approach; Sociological approach; Value approach; Market approach; Cultural approach; Case study approach; Expert opinion approach; Practical approach; Comparative approach; Learner-centered approach.

3.2. Research methods

To ensure the scientific and practical nature of the research, many methods will be used in combination, including: Information collection method (Secondary document research method; Primary information and data collection method); Quantitative research (questionnaire survey); Qualitative research; Consulting experts...

4. Research results

4.1. Current status of education work to preserve and promote the traditional cultural identity values of local ethnic minorities in Dak Lak province in the context of the current national digital transformation

For thousands of years, the traditional cultural

values of local ethnic minorities in Dak Lak province have been deeply rooted in the spiritual and material life of the people. These are the epics of Dam San, Xinh Nha...; traditional craft products: brocade weaving, weaving, sculpture; special festivals and unique customs; the resounding sounds of gongs, lithophones, musical instruments made from materials of the mountains and forests; songs and dances. The whole province currently has 43 tangible cultural heritages. The Ministry of Culture, Sports and Tourism has also recognized 3 national intangible cultural heritages: The epic of the Ede people; Longevity celebration of the M'ngong people (Lak District); Rhyme of the Ede people (Cu M'gar District). In particular, Dak Lak province is located in the Central Highlands Gong Cultural Space which has been recognized by UNESCO.

Education on preserving and promoting the cultural values of ethnic minorities in the ethnic community in Dak Lak province is aimed at providing people, including ethnic minority students, with basic knowledge and understanding of the traditional cultural capital of the ethnic groups in their homeland. Education on preserving and promoting the cultural identity of ethnic minorities is reflected in specific contents such as:

First: Educating people about the fine traditions of the Vietnamese ethnic community, about the cultural identity of local ethnic minorities; Educate the attitude of respecting ethnic culture, gradually forming national pride and confidence for local ethnic minorities when introducing their cultural values to other ethnic groups.

Second: Educate the cultural behavior of

“harmony and friendliness” with the living environment, with natural landscapes and cultural landscapes. Educate the attitude and behavior of “respecting and preserving” the cultural heritage of local ethnic groups (long houses, gong cultural spaces, languages, epic poems, customs, practices, ...).

Third: Educate on life skills, vocational skills to preserve traditional occupations and traditional craft villages of local ethnic minorities and at the same time have ways to gradually help people eliminate backward customs, limit the practice of backward customs and practices to exchange and receive the progressive culture of ethnic groups in the region.

Fourth: Education, promoting the cultural identity values of local ethnic minorities to serve human life, using those cultural values to develop livelihoods, linking the preservation of cultural values with tourism development, ensuring the development of society, considering the culture of ethnic minorities as an endogenous resource for economic development.

The results of the survey of the topic “Building an educational model to preserve and promote the traditional cultural identity of ethnic minorities in Dak Lak province” clearly showed that: in 400 survey questionnaires for people in 4 districts (Lak district, Buon Don district, Ea H'Leo district, K'rong Bong district), 170 questionnaires for leaders at commune, district and provincial levels, many people identified that, in the current context, the issue of education to preserve the traditional cultural identity of ethnic minorities is very important.

Table 1: Significance of education on preserving and promoting traditional cultural identity values of local ethnic minorities in local communities

Content	Quantity	%
Strengthening understanding of traditional culture	137	80.6
Strengthening national consciousness, love for homeland and country	118	69.4
Forming and developing correct awareness, attitudes, and emotions, practicing basic skills in preserving and promoting traditional cultural values	142	83.5
Arousing and promoting the creativity of local ethnic minorities	112	65.9
Improving and enhancing the spiritual life of local ethnic minorities	103	60.6
Building a healthy cultural environment for personality development and perfection	98	57.6
Preserving and promoting endogenous resources, the driving force for socio-economic development	108	63.5

Source: Analysis of survey results, investigation of 170 questionnaires for commune, district and provincial officials under the topic “Building an

educational model to preserve and promote the traditional cultural identity of local ethnic minorities in Dak Lak province”.

Table 2: Level of education on cultural preservation of local ethnic minorities in the local community

Traditional Culture	Education Level					
	Regular		Occasionally		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 questionnaires for commune, district and provincial officials under the topic.

The results of the analysis of the survey questionnaires show that: 79.4% (135/170) of opinions said that in the families of local ethnic minorities, they often and frequently educate about the traditional culture of their ethnic groups. 88.2% (150/170) of opinions affirmed that schools in the area conduct traditional culture education of local ethnic minorities for students.

Table 3: Content of education on preserving and promoting the traditional cultural identity values of local ethnic minorities in the local community

Content	Quantity	%
Passing on traditional cultural values in daily family activities	120	70.6
Propaganda and education through media		
Participating in classes to teach some traditional cultural values	111	65.3
Preserving and promoting traditional values in building a new cultural life	43	25.3
Participating in clubs, gong teams, mass art teams	102	60.0
Preserving traditional occupations, traditional craft villages	103	60.6
Maintaining and implementing customs, practices, traditional festivals, cultural activities in families and communities	121	71.2
Other opinions		

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

22.4% (38/170) of officials' opinions said that the content of cultural conservation education in schools in the area is very appropriate; 63.5% (108/170) of opinions said that the educational content is appropriate. Similarly, when answering about the form of education, 21.8% (37/170) and 61.8% (105/170) were answered; Regarding educational measures, the similar figures were 19.4% (33/170) and 62.4% (106/170). The number of opinions that it is not appropriate accounted for a small proportion in 3 contents: 4.7%; 5.9% and 7.1%. The above results show that schools in the area have effectively used many educational contents to educate students on preserving the culture of ethnic minorities.

Table 4: Forms of education on preserving and promoting the traditional cultural identity values of local ethnic minorities in the local community

Form	Degree					
	Frequently		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 clubs	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
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 questionnaires for commune, district and provincial officials under the topic.

The results show that schools have flexibly used many educational methods such as integrating the content of preserving ethnic minority culture into teaching hours most often 55.3% (94/170 opinions), in which the form of organizing field trips is probably the least organized due to many reasons 17.6% (30/170 votes), 78.8% (134/170) opinions believe that prestigious people in the ethnic minority community play a very important role in educating about preserving ethnic minority culture.

Since 2016, the Dak Lak Provincial People’s Council has issued Resolution No. 05/2016/NQ-HDND on preserving and promoting gong culture in the period of 2016 - 2020. “Accordingly, the province has distributed 151 sets of gongs and 283 sets of traditional costumes to the community in villages and students of some schools in the area. Organized gong performance training for teenagers, students and university students. Coordinated with the Vietnam National Institute of Culture and Arts to open classes to teach epics and the art of epic singing. Organized performances and restorations of some traditional rituals and festivals: Water wharf worshipping ceremony, rain praying ceremony, brotherhood ceremony of the Ede people; new rice worshipping ceremony, jar worshipping ceremony of the M’ngong people; organized gong cultural festivals, gong performances associated with rituals and ceremonies of ethnic minorities. Many clubs and weaving groups Brocade of the Ede and M’ngong people in Ale A village, Ea Tam ward; Ako Dhong village, Tan Loi ward; Tong Bong village, Ea Kao

commune and Ea Bong village, Cu Ebur commune, Buon Ma Thuot city have cooperated with tourism companies to organize production, creating new tourism products such as visiting craft villages” (Phuong Lien, 2021).

Over the past years, the provincial education sector has strongly implemented activities to teach traditional culture to local ethnic minority students. The Krong Bong District Boarding Secondary School for Ethnic Minorities has always maintained that students wear traditional costumes two days a week, on anniversaries and major holidays and this is considered a criterion for evaluating competition between classes.

From the 2021-2022 school year up to now, the school has replaced mid-class exercises with folk dances. For more than 20 years, the school has effectively maintained a Young Gong Team with 7 members. Since 2018, the school has started to teach the Ede language to students in grades 6 and 7. At the same time, teachers are oriented to study the characteristics of customs, costumes, culinary culture, and some typical festivals of local ethnic groups to incorporate and integrate into the teaching content of subjects... (Tuyet Mai, Dak Lak Electronic Newspaper, May 15, 2024). Lak District Ethnic Minority Boarding Secondary School established a Young Gong Team Club. Cu Mgar Ethnic Minority Boarding Secondary School (Cu Mgar District, Dak Lak Province) at the beginning of each school year develops a plan to organize extracurricular activities according to topics and themes such as:

Performances, introduction of costumes, cuisine of each ethnic group, Folk song, folk dance, and traditional musical instrument clubs of some ethnic groups. No Trang Long Ethnic Minority High School (Buon Ma Thuot City, Dak Lak) regularly organizes many programs, sports movements, folk games, cultural exchange festivals, and extracurricular activities on heritage and traditional culture of ethnic groups. (Nguyen Dung, 2024).

When asked about the evaluation of educational activities to preserve and promote traditional culture of ethnic minorities, many opinions of leaders at all levels within the scope of the research topic “Building an educational model to preserve

and promote traditional cultural identity of ethnic minorities in Dak Lak province” affirmed that the educational forms and contents are all very good and good. Particularly for the criterion “Establishing Clubs, traditional cultural education models”, the number of opinions that were not good accounted for 42.4%. In this content, when the topic asked for opinions from 400 people, up to 52.5% of opinions (210/400 votes) said that their children did not participate in these cultural clubs. This is the content that needs to be invested in organizing when educating on preserving traditional culture for local ethnic minorities in Dak Lak province.

Table 5: Evaluation of educational activities to preserve and promote traditional cultural identity values of local ethnic minorities in the local community

Traditional Culture	Level					
	Very good		Good		Not good	
	SL	%	SL	%	SL	%
Issue and implement specific policies to preserve and promote traditional cultural values	55	32.4	100	58.8	15	8.8
Propaganda and education on media and communications	51	30.0	100	58.8	19	11.2
Organize classes to teach some typical traditional cultural values	29	17.1	104	61.2	37	21.8
Associate the preservation and promotion of traditional values with the construction of a new cultural life	38	22.4	111	65.3	21	12.4
Restore, preserve, restore and promote cultural heritages	24	14.1	102	60.0	44	25.9
Preserve traditional crafts and traditional craft villages	28	16.5	86	50.6	56	32.9
Establish clubs and models of traditional cultural education	21	12.4	77	45.3	72	42.4
Build and use cultural and social institutions	22	12.9	97	57.1	51	30.0
Organize traditional festivals and cultural festivals of ethnic minorities	36	21.2	107	62.9	27	15.9
Other forms and methods	25	14.7	101	59.4	44	25.9

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

4.2. Difficulties and limitations of education work to preserve and promote the traditional cultural identity values of local ethnic minorities in Dak Lak province in the context of the current national digital transformation

However, over the past many years, the work of education to preserve and promote the cultural identity values of local ethnic minorities in the

province has encountered many difficulties and limitations. In the current ethnic minority community, there are still many people who do not understand the culture of ethnic minorities, some people do not know how to speak ethnic minority languages (especially the young generation), the number of elderly people who are not fluent in the common language is still high, so it is very limited

in carrying out educational tasks. In addition, many cultural values are fading away, difficult to restore. The generation of artisans who hold that traditional cultural knowledge is getting older and disappearing; The young generation is not interested in traditional cultural values, so the education work to preserve

traditional cultural values of ethnic minorities is not very effective. In schools, the content of ethnic culture is integrated into teaching or implemented in the form of organizing activities, but there are still many limitations from building programs, documents to implementing education.

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

Content	Quantity	%
Lack of teachers	138	81.2
Lack of cultural environment	82	48.2
Lack of funding	105	61.8
Lack of support from family and relatives	39	22.9
Agencies, leaders, Government and departments are not interested	34	20.0
Content, form and method of education are still inadequate	78	45.9
Needs, interests and lifestyles have changed a lot	106	62.4

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

The opinion of “lack of teachers” accounted for a high percentage of 81.2% (138/170 opinions). The content of needs, interests and lifestyles that have changed a lot also accounted for a high percentage of votes (62.4%). This is a major obstacle to the work of preserving and educating the preservation of traditional cultural values of local ethnic minorities in Dak Lak.

4.3. System of solutions to preserve and promote traditional cultural identity values of local ethnic minorities in Dak Lak province in the context of the current national digital transformation

4.3.1. Group of solutions for preserving traditional cultural values of local ethnic minorities

To preserve traditional culture associated with the livelihood activities of local ethnic minority communities in Dak Lak, it is necessary to raise awareness for the creators of traditional cultural values and awareness for tourists and beneficiaries of traditional cultural values of ethnic minorities. Promote propaganda and education, enhance the role, awareness and responsibility of all classes of people participating in the work of building and developing cultural life in the new situation. Highlight the role of preserving and promoting cultural values in the process of socio-economic development. Perfect the leadership and management mechanism, ensuring a harmonious development relationship between economy and culture. Organize and implement various activities to effectively exploit cultural values in the economic development of local ethnic minorities. Implement the collection, research

and promotion of artifacts and traditional cultural products of the Ede, Xo Dang, Mnong, Gia Rai... to serve the community tourism industry; increase the use of traditional handicraft products such as brocade weaving, patterns of local ethnic groups in the activities of the unit such as: costumes, tablecloths, covers of publications; design of invitations, panels, display posters...Invest funds for cooperatives to organize traditional craft demonstration activities with the participation of artisans in the villages, to attract tourists to participate in experiencing the process of creating textile products as well as feeling the uniqueness of traditional handicrafts.

4.3.2. Group of solutions on education to preserve the good traditional cultural values of local ethnic minorities.

Establish Information, Education and Communication Clubs on preserving the good traditional cultural values of ethnic groups in villages and hamlets and promote the roles and responsibilities of the members participating in building the clubs. Organize vocational training classes (Pottery, Weaving, Brocade Weaving, Cuisine, Gong Culture Space) of traditional ethnic groups, aiming to build many cultural spaces for local ethnic minorities

Bring cultural conservation education content into schools, into all levels of education from kindergarten and above. At the same time, strengthen cultural conservation education from within the family and outside the community. Diversify types of cultural presentations (not staged): through mobile

exhibitions, small stages, encourage creations with the unique characteristics of each community. In particular, specific measures are needed to preserve the language and teach ethnic minority languages to ethnic minority children.

4.3.3. Group of solutions to preserve and promote traditional cultural values of local ethnic minorities in Dak Lak associated with livelihood development and sustainable multidimensional poverty reduction in ethnic minority areas in Dak Lak province

Activities to preserve traditional culture must be associated with local economic development activities and models, especially with local tourism development. It is necessary to exploit cultural values into specific products to serve tourists, turn cultural values into commodity values, promote local economic development, contribute to increasing income and improve the lives of the community. It is necessary to expand established cultural preservation models, improve products to suit customer tastes on the basis of traditional culture. Through local socio-economic development activities, cultural activities are integrated to promote in practice. Models need to expand the market, not only stopping at the provincial market, but also need to expand to the region and outside the Central Highlands. In addition to traditional markets, cooperatives must find new directions and outlets for brocade weaving, weaving, and ceramic products for artisans, cooperatives and traditional craft villages in Buon Ma Thuot city, aiming to link and closely link with the development of diverse tourism products, meeting the needs and tastes of visitors; increase the search for outlets for cultural products and tourism products.

4.3.4. Group of solutions on mechanisms and policies

For the Central Highlands provinces in general and Dak Lak in particular, the Central Government and the Government need to continue to have policies to support funding sources to continue implementing programs, projects and support policies to serve economic, cultural and social development such as: Policies to support production land, residential land, housing and domestic water for poor ethnic minority households with difficult lives; policies for regional socio-economic development. In addition, it is necessary to invest adequately in the collection, preservation and promotion of the cultural heritage values of local ethnic minorities. There should be separate projects and plans on preserving the culture of local ethnic minorities for the Central Highlands in general and for Dak Lak in particular, in the period of 2021-2025 and until 2030 with orientations, contents and solutions to preserve and promote cultural values in the trend of the 4.0 industrial

revolution era. In which, attention should be paid to projects and programs to preserve the culture of specific ethnic communities, especially the culture of local ethnic minorities with small populations (ethnic communities that are rarely mentioned in the mass media), focusing on digitizing the preservation work.

There should be policies to innovate content, mechanisms, investment, and strengthen the role of the state in preserving and developing culture, sports and tourism in ethnic minority areas. The issue of preserving ethnic minority culture should be linked to livelihood development, sustainable multidimensional poverty reduction in ethnic minority and mountainous areas in relation to human development, human resource development in ethnic minority and mountainous areas and attention should be paid to investing in the mental, intellectual, and physical strength of the people.

4.3.5. Group of solutions on preserving and developing traditional craft villages and clusters combined with types of craft village tourism and eco-tourism

Advise the Provincial People's Committee to organize training and fostering to improve the quality of human resources, implement the preservation and promotion of tangible and intangible cultural heritage, including management teams, research teams on tangible and intangible cultural heritage, artisans and those working to protect tangible and intangible cultural heritage at the grassroots level. In addition to training and fostering, improving professional qualifications and skills at the local level, it is also through sending staff to attend domestic and international conferences and seminars.

Enhance the responsibility of authorities at all levels in the management of conservation and development of traditional occupations: Strengthen the direction of authorities and organizations from the provincial to grassroots levels to improve the quality of management and operation of traditional occupation clusters. Strengthening propaganda and education activities to raise awareness and responsibility of all levels, sectors and people on the work of protecting and promoting traditional cultural values of ethnic minorities in Dak Lak province. Continuing to thoroughly grasp the content, objectives, viewpoints, tasks and solutions for building and developing Vietnamese culture and people of Resolution No.33-NQ/TW, Conclusion No.76-KL/TW, Resolution No.24-NQ/TW, Conclusion No.65-KL/TW. Continuing propaganda and promotion of cultural heritages, introducing and promoting images and intangible cultural values that have been recognized, setting out specific tasks

and solutions to protect, transmit and promote the unique values of three national intangible cultural heritages: Khan (Epic) of the Ede people, Rhymes of the Ede people and Longevity Celebration of the M'ngong people of Dak Lak province on mass media; Exchange and integrate people-to-people diplomacy through cultural and tourism activities in the province, nationwide and abroad.

Support to improve the level of cultural enjoyment for local ethnic minorities through the development and organization of cultural and artistic movements. Encourage the introduction of cultural programs to serve remote, border and ethnic minority areas; build cultural institutions at the commune, village and hamlet levels so that people have more opportunities to participate in creating and enjoying cultural values. Have specific policies for ethnic minority artisans in preserving and teaching intangible culture in ethnic communities, research and promulgate specific policies, unified between localities for investors as well as communities in managing and developing types of tourism in ethnic minority areas to create conditions for people to share benefits and benefit from economic and tourism activities.

Preserving and developing traditional craft villages and clusters combined with types of craft village tourism and eco-tourism: Dak Lak is a province with many famous sites and relics, this is an advantage to create demand for souvenir products with local characteristics (weaving, pottery, sculpture, rice wine, weaving ...), which is the basis for forming a domestic consumption market and creating conditions for traditional crafts to develop.

Strengthening the application and transfer of technology, improving production capacity, finding consumption markets: Faced with the increasing demands of the domestic and export markets, the competition of imported goods, traditional craft products need to be innovated in terms of quality, design and lower product costs, thus requiring production facilities to strengthen the application and innovation of production technology. In recent years, Dak Lak province has provided a lot of support for craft clusters, such as: supporting the establishment of cooperatives to promote the linkage between production entities in craft clusters, improving production capacity from the stage of purchasing raw materials, organizing production to the stage of product consumption, improving training capacity for production entities, supporting the change of machinery and equipment, production, supporting trade promotion... However, due to the weak capacity of craft clusters, support for traditional craft establishments is still limited.

Caring for and honoring the talents of traditional artisans: To preserve and develop craft villages

and traditional craft clusters, it is necessary to pay attention to and care for the human factor, in which generations of artisans are the direct deciding factor. Because artisans are living human treasures, they are the ones with the mission of acquiring, transforming, supplementing and passing on the craft. In reality, some traditional occupations have been lost for many reasons, but because there are still artisans to teach them, there is an opportunity to preserve and develop them. Developing traditional occupations in the new situation requires highly skilled human resources, but in reality, most of the workers in traditional occupation clusters are self-taught right at the occupation clusters. Organizing artisans to teach young workers will create a generation of highly skilled workers, meeting the requirements of improving the quality of labor resources in traditional occupation clusters. This is the resource to form a new generation of artisans of traditional occupations. Honoring artisans is one of the factors to preserve traditional occupations and vice versa, to preserve and develop traditional occupations, it is necessary to promote the role of artisans.

5. Discussion

Although there have been many domestic and foreign studies on education and preservation of ethnic minority culture, the construction of an educational model to preserve and promote the traditional cultural identity of ethnic minorities in Dak Lak has not been systematically and specifically studied. The remaining limitations include:

- + Lack of a comprehensive educational model suitable for local conditions.
- + Integrating traditional culture into education is not really effective.
- + Lack of teaching materials and teachers with expertise in local ethnic minority culture.
- + There is no close combination between schools, families and communities in cultural preservation. Therefore, the topic has a huge gap in both theory and practice that needs to be further researched and clarified, in which, the topic will focus on clarifying the following main issues:
 - Research theoretical issues on education to preserve and promote the traditional cultural identity of local ethnic minorities.
 - Research the traditional culture of local ethnic minorities in Dak Lak province, clarifying the material cultural values; spiritual cultural values of local ethnic minorities (Ede, M'ngong; Jrai ...).
 - Research the current situation of education to preserve and promote the traditional culture of local ethnic minorities in Dak Lak province, clarifying the achieved results, the shortcomings, limitations

and causes of this situation.

- Research to establish a model and organize the construction of an educational model to preserve and promote the traditional cultural identity of local ethnic minorities in Dak Lak province. Building a feasible and effective educational model in preserving and promoting the traditional cultural identity of local ethnic minorities in Dak Lak. Integrating cultural education into the main and extracurricular programs at schools in the province. Developing a team of teachers and teaching materials suitable to local cultural characteristics. Strengthening the role of the community and folk artists in teaching culture to the younger generation.

Research and propose solutions to continue implementing effective models and replicating educational models to preserve and promote the traditional cultural identity of local ethnic minorities in Dak Lak province today.

6. Conclusion

Preserving and promoting the traditional cultural values of local ethnic minorities in Dak Lak province has been of interest to local authorities and has initially achieved very encouraging results. Some traditional cultural values have been exploited

into valuable economic products in economic sectors such as tourism, household economy, etc. Thereby, traditional cultural values are preserved, economic development is developed and income for households and localities is increased. However, in addition to the achieved results, the issue of cultural preservation and promotion of traditional cultural values associated with livelihood tourism and community tourism also has issues that need to be addressed. Many cultural values of local ethnic minorities have been lost. In the past, community spirit and sharing were always considered a cultural trait that should be respected, but in the current market mechanism, that spirit has changed, affecting more or less social resources in supporting livelihoods. All cultural activities of local ethnic minorities are closely linked to strict rituals in religious activities and festivals, but now traditional agricultural rituals are gradually fading away, no longer retaining their original form. Similarly, in material culture, when the way of making a living changes, the way of behaving towards the environment also changes, leading to a series of changes in cuisine, clothing, housing... This is one of many issues that need to be raised when considering cultural changes and the loss of traditional culture in order to have practical and effective conservation solutions.

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**PHÁT TRIỂN MÔ HÌNH GIÁO DỤC BẢO TỒN VÀ PHÁT HUY GIÁ TRỊ
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CỦA CÁC DÂN TỘC THIỂU SỐ TẠI CHỖ Ở TỈNH ĐẮK LẮK
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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 bị mai một thì vấn đề giáo dục bảo tồn văn hóa của các dân tộc thiểu số tại chỗ 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 truyền thống của các dân tộc thiểu số tại chỗ 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 truyền thống của các dân tộc thiểu số tại chỗ của tỉnh Đắk Lắk, trong thời gian vừa qua là hết sức quan trọng và cấp thiết. Trên cơ sở đó, gợi mở một số nội dung cần quan tâm, hệ thống giải pháp xây dựng mô hình và nhận rộng 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 trên địa bàn tỉnh Đắk Lắk trong bối cảnh quốc gia chuyển đổi số hiện nay.

Từ khóa: Giáo dục bảo tồn và phát huy bản sắc văn hóa truyền thống; Thực trạng và những vấn đề đặt ra; Giải pháp hiệu quả; Dân tộc thiểu số tại chỗ; Tỉnh Đắk Lắk;

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