

# Propagation Path of Traditional Handicrafts in Higher Vocational Schools

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**Abstract** Traditional handicrafts, as emblematic representations of cultural heritage, play a crucial role in advancing the cultural construction of schools, facilitating the presentation of traditional culture to contemporary students in a revitalized manner. This study investigates the implementation path of traditional handicrafts in college development. It encompasses the incorporation of traditional handicrafts into schools, the establishment of a trinity model for cultural education, the formulation of a curriculum that emphasizes the distinctive features of local cultures, the creation of a platform for cultural practice, and the active promotion of school cultural construction. The objective is to foster the creative transformation and innovative advancement of China's exceptional traditional culture among young students.

**Keywords** Traditional handicraft, Cultural construction, Higher vocational school, Propagation path

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The term culture is challenging to define with precision, highlighting the complexity and diversity inherent in human cultural realities. Culture should be understood as a dynamic process rather than a static product. Consequently, culture is a dynamic process that must be transmitted and continually innovated. As a significant position for cultural inheritance and innovation, higher vocational schools play a crucial role in the cultural construction aimed at cultivating high-quality technical and skilled talents. By leveraging the distinctive advantages of traditional handicrafts, these schools allow students to engage with traditional culture in a direct and tangible manner, thereby facilitating a realistic interaction with civilization. This process contributes to the gradual formation of a unique cultural type, referred to as higher vocational school culture, which serves a vital function in advancing the policies of the Party Central Committee regarding the reinforcement of cultural confidence and the promotion of the prosperity of socialist culture.

In recent years, China has actively advanced its rich traditional culture while fostering the creative transformation and innovative development of this heritage. This initiative has initiated a significant transformation and innovation in the realm of intangible cultural heritage and exceptional traditional handicrafts. China's intangible cultural heritage and traditional handicrafts are abundant in resources. The handicraft exhibits, which embody the gene of human civilization and reflect the spirit of the nation, serve as significant carriers for the promotion

of the creative transformation and innovative advancement of exceptional traditional Chinese culture. This development represents a prudent outcome of the implementation of key directives aimed at fostering the creative transformation and innovative advancement of this remarkable cultural heritage<sup>[1-2]</sup>.

At the national, provincial, and municipal levels, local authorities are actively promoting various aspects of intangible cultural heritage within schools. They utilize traditional handicrafts as a medium, positioning schools as critical sites for the inheritance and promotion of exceptional traditional Chinese culture. These initiatives encourage young people and students to proactively engage with and participate in cultural projects, thereby enhancing their cultural literacy, improving their practical skills, strengthening their cultural self-confidence, and fostering comprehensive development in moral, intellectual, physical, aesthetic, and labor-related domains. Concurrently, with the advancement of digital technologies, industrial upgrades, and various social transformations, the demands of industrial enterprises for skilled personnel are also evolving. The school serves not only as a venue for the acquisition of knowledge and skills but also as a distinct environment for students to engage with cultural elements. Both campus culture and professional knowledge are of equal significance, permeating and shaping students' lives, emotions, and motivations, thereby exerting a substantial influence on their future development. Traditional handicrafts, as concrete cultural carriers, have begun to invigorate the

cultural construction of schools.

## 1 Internal logic of traditional handicraft construction

Concerning the cultural construction of higher vocational schools, the Ministry of Education has indicated in the *Notice Regarding the Establishment of the Vocational Education Cultural Quality Education Guidance Committee* that a key function of this committee is to enhance the cultural taste of vocational schools and to strengthen the connections between vocational schools, industries, enterprises, and society at large. The China Vocational and Technical Education Industry Culture Parenting Alliance was established in October 2013. The working methods of the alliance delineate several key objectives: to promote the integration of exemplary enterprise culture into campus culture and to disseminate advanced enterprise cultural practices; to analyze and leverage the challenges and opportunities presented by school-enterprise cooperation in enhancing the industrial cultural competence of educators; and to cultivate students' behaviors and habits through material culture, institutional culture, and campus cultural activities. These efforts aim to ensure that graduates of vocational schools are well-prepared to enter the workforce, adapt effectively, and achieve rapid success in their careers<sup>[3]</sup>.

The reliance on intangible cultural heritage or traditional handicrafts in the cultural construction of vocational schools demonstrates an intrinsic alignment and connection. Both

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pursuits share a common direction in their values and theoretical foundations, resonating with the same frequency.

### **1.1 Pursuit of consistent value between traditional handicrafts and the cultural construction of higher vocational schools**

In the contemporary era, culture has become an integral part of daily life, manifesting in dynamic forms. A pertinent example can be observed in Shandong, where Shandong handicrafts serve as cultural products that have been revitalized. Through various processes such as production, circulation, and consumption, these cultural elements are transformed into innovative and creative products that align with modern concepts and aesthetics. These tangible representations effectively showcase the charm of intangible cultural heritage, thereby energizing cultural development. Shandong handicrafts employ tangible cultural symbols and images to convey intangible aesthetic styles, cultural spirit, and craftsmanship. These elements can serve as a cultural force, possessing the capacity for driving influence, derivation, and dissemination.

The 14<sup>th</sup> Five-Year Plan for Cultural Development in China emphasizes the significance of culture as the soul of both the nation and its governance. School cultural construction is a critical component of socialist culture development. It serves as the essence of a school, providing the foundation and continuity necessary for its survival and growth. Furthermore, it is instrumental in establishing the core competitive strength that drives the school's success. In order to cultivate a profound understanding of the essence, it is essential to establish a solid foundation for school culture. General Secretary Xi Jinping has articulated a clear approach to the cultural construction of schools, emphasizing the importance of prioritizing cultural education. This involves the extensive promotion of civilized campus initiatives, the implementation of diverse and enriching campus cultural activities, and the encouragement of various forms of social practice. In the speech delivered by the General Secretary, it is emphasized that various forms and social practices align closely with the distinctive characteristics of vocational schools. Vocational education constitutes a vital component of the national education system, with its primary objective being the cultivation of individuals who possess both technical skills and practical abilities. Consequently, the cultural development of vocational schools is characterized by flexibility, diversity, openness, and practicality.

The integration of traditional handicrafts with cultural construction serves to not only promote the rich traditional culture of the Chinese nation but also to enrich the connotation of cultural development. This approach is a significant strategy for empowering cultural construction and fostering further innovation and development. By presenting traditional culture to contemporary students in a fresh and engaging manner, it facilitates the incorporation of cultural genes into their daily lives and encourages students to emerge as advocates for the preservation and advancement of traditional culture in the modern era.

### **1.2 Consistent theoretical foundation between traditional handicrafts and the cultural construction of higher vocational schools**

The cultural construction of higher vocational schools serves as a significant avenue for fostering cultural confidence among young students. The theoretical foundations of both concepts are aligned, as evidenced by the fact that traditional handicrafts represent the culmination of traditional culture and provide compelling evidence of the evolution of human history and practice. The implementation of handicraft exhibits serves as a means of revitalizing and creating culture. The content of cultural construction within higher vocational schools is inextricably linked to traditional culture, demonstrating a significant degree of consistency in their cultural functions. The cultural products embodied in traditional handicrafts provide students with opportunities to engage with, learn from, and inherit cultural practices. This engagement facilitates cultural learning and application, as well as the inheritance and practice of these traditions. Such experiences contribute to the enhancement of social responsibility among the younger generation, promote the rich traditional culture of the homeland, and foster a self-awareness that encourages the active pursuit and conscious practice of traditional cultural values. Traditional handicrafts play a significant role in the empowerment of cultural construction by integrating traditional culture into the framework of school cultural construction. This integration serves to guide young students in enhancing their cultural self-confidence through the study of traditional cultural practices<sup>[4]</sup>. Furthermore, it maximizes the educational potential of traditional culture while simultaneously inheriting and innovating the mode of school cultural construction. Consequently, this approach solidifies school cultural construction through a profound fusion

of school culture and traditional culture, thereby providing a robust foundation for the innovative advancement of school cultural construction.

## **2 Challenges of cultural construction in higher education schools**

In light of the prevailing consensus regarding the inheritance and innovation of excellent traditional culture, numerous higher vocational schools have undertaken initiatives aimed at preserving this cultural heritage and leveraging it to enhance the cultural construction of their respective schools. Nevertheless, this endeavor frequently encounters several challenges.

### **2.1 Difficulty in synergizing the culture of higher education schools**

The cultural construction of schools in the context of the new era necessitates integration with regional and industrial cultures to establish a multicultural system. Currently, there exists a disconnection between school culture and the cultures of industry, enterprises, and regions, resulting in an absence of distinctive school characteristics or brand culture. This disconnect is misaligned with the rapid development of vocational education and is at odds with the evolving structure of vocational education. The newly enacted vocational education law mandates that vocational education must integrate scientific and cultural competencies with vocational skills. The development of cultural competencies should align with the evolving dynamics of contemporary society, industry, and enterprise culture. It is essential to adhere to the principles of cultural development, preserve the rich heritage of traditional Chinese culture, and incorporate the valuable elements of both domestic and international cultures. Furthermore, the approach should be grounded in the actual cultural construction of schools, characterized by systematic design, precise positioning, and alignment with industry, enterprises, and regional contexts, thereby facilitating connotative development. In light of the emerging trends in vocational education, it is essential for the cultural construction of schools to be integrated with enterprises, industries, and regions in order to establish a comprehensive development model.

The cultural construction within higher vocational schools must be characterized by openness and inclusivity. This cultural framework possesses significant attributes, including sociality, openness, and practicality. Vocational education is grounded in the principles of

integrating industry with education, fostering cooperation between schools and enterprises, orienting towards market demands, promoting employment, and emphasizing practical skills development. These principles necessitate that the cultural construction of higher vocational schools remains innovative and responsive to contemporary developments. In terms of openness, traditional handicrafts, which embody aspects of traditional culture, serve as exemplary vehicles and focal points for the cultural construction within schools.

## **2.2 Lack of innovation in the cultural construction of higher education schools**

Higher vocational schools possess distinct characteristics, with the primary objective of their training programs being the cultivation of high-quality technical and skilled professionals. Consequently, a significant focus of vocational training is placed on the development of technical skills. The design of the professional curriculum, the selection of practical courses, and the organization of internships are all aligned with the requirements for job competence. The cultural construction of humanistic literacy is represented by a singular model, with the curriculum primarily manifested through elective courses, extracurricular extension programs, and cultural thematic activities. However, these offerings lack sufficient innovation and do not foster a robust sense of creativity or understanding of the excellent traditional culture.

Higher vocational schools serve as vital place for the dissemination, preservation, and innovation of culture. In addition to hosting cultural lectures, facilitating library resources, and promoting cultural exchanges, these schools should actively broaden the reach of China's outstanding traditional culture and enhance its dissemination channels. This approach aims to foster a deeper understanding and appreciation of Chinese traditional culture among students. Furthermore, it is essential to continuously and gradually expand the coverage and level of cultural inheritors, thereby promoting the protection and transmission of campus culture.

## **3 Implementation path of traditional handicrafts in the construction of higher vocational schools**

Traditional handicrafts serve as significant cultural symbols, representing a direct, accessible, and effective means of cultural dissemination and education. These handicrafts adhere to the developmental principles of the contemporary era, fulfilling the role of cultural transmission.

Furthermore, they play a crucial role in the establishment of cultural identity and the enhancement of cultural confidence.

### **3.1 Constructing a trinity cultural education model**

The fundamental aspect of utilizing traditional handicrafts to enhance the cultural construction of higher vocational schools is the strategic design at the top level of campus planning. The cultural development of these schools, characterized by rich connotations and distinctive features, necessitates the support of diverse forms of intangible cultural heritage. In other words, the cultural construction of higher vocational schools must be approached from a higher, broader, and more comprehensive strategic perspective. Traditional handicrafts offer essential cultural support for the cultural construction of higher vocational schools. Colleges and universities must conduct a thorough examination of the scope, objectives, and strategies for the preservation and transmission of traditional handicrafts. This should include the integration of collaboration between government, schools, and enterprises, as well as the optimization and enhancement of human resource training and the development of distinctive curricular features. The goal is to establish a trinity education model that is responsive to contemporary needs, aligns with the practical operations of schools, and upholds the preservation of intangible cultural heritage<sup>[5-6]</sup>.

Firstly, the concept of trinity refers to the collaborative integration of the government, enterprises, and schools. In this framework, the government establishes the foundational environment, while enterprises and schools engage in a strategic partnership focused on cultural development. Enterprises contribute to the cultural construction of schools and leverage the resources of these institutions to enhance their own development. Conversely, schools capitalize on the operational capabilities of enterprises to align with and respond to social development needs in a timely manner. Secondly, it pertains to the integration of policy, market, and classroom. Specifically, this includes the policies implemented by the government, the market regulated by enterprises, and the classroom, which serves as a crucial medium for fostering school culture. These three elements are interdependent and mutually reinforcing. Thirdly, it refers to the integration of concept, product, and cultural creation. It is evident through the government's promotion of handicrafts, the production of handicraft

products by enterprises, and the design of cultural creations by schools. These elements are mutually reinforcing and complementary to one another. Fourthly, it refers to the integration of assistance, practice, and innovation. Specifically, it involves the support provided by the government, the practical applications offered by enterprises, and the practices and innovations implemented within schools. These three entities collaborate to create a synergistic relationship, enabling traditional handicrafts to serve as a medium for the construction of school culture, thereby rendering cultural development both tangible and visible.

The integration of traditional handicrafts into the cultural development of higher vocational schools necessitates a synergy between unique operational characteristics of these institutions and regional culture. It is imperative to leverage the abundant talent resources associated with traditional handicrafts by appointing inheritors of intangible cultural heritage as visiting professors, inviting master artisans to conduct specialized training sessions and academic exchanges, and establishing teaching and research organizations focused on intangible cultural heritage. This approach will facilitate the exploration of the rich connotations embedded within local culture. Furthermore, the creation of an open resource base for intangible cultural heritage is essential for fostering the exchange and optimization of cultural resources, thereby promoting sustainable development.

### **3.2 Developing a curriculum system that highlights local cultural characteristics**

Utilizing traditional handicrafts as a medium and drawing upon the wealth of local cultural resources, a series of courses that exhibit local characteristics, diverse levels, and unique attributes have been developed in collaboration with the government and enterprises. These courses, which integrate elements of intangible cultural heritage, aim to expand the array of cultural products and educational offerings. The curriculum is designed to emphasize the unique attributes of local cultural resources, thereby fostering the integration of culture with professional practice, and innovation with entrepreneurship. This initiative ultimately seeks to enhance the institution's capacity for cultural construction and innovation<sup>[7]</sup>.

Traditional handicrafts leverage the Internet+ to enhance entrepreneurship and innovation education. The development of culture must align with contemporary trends. Internet communication possesses advantages over

traditional media, such as timeliness, rapidity, intuitiveness, and service-oriented characteristics. These attributes, to a significant extent, mitigate the limitations associated with traditional media dissemination, thereby rendering the promotion of traditional handicrafts more effective and impactful. Traditional handicrafts should leverage the Internet, information technology, and other resources to enhance the cultural development within colleges and universities. For instance, the establishment of online live courses focused on traditional handicrafts, along with the utilization of new media for the dissemination of these crafts, enables students to engage with handicrafts at any time and from any location. This approach not only enhances the cultural atmosphere on campus but also facilitates the transformation of intangible cultural heritage into tangible outcomes. To fully realize the value of traditional handicrafts in the cultural development of colleges and universities, it is essential to enhance the frequency of handicraft information dissemination and to explore its depth comprehensively. By utilizing extension courses, practical workshops, and other multi-faceted approaches to cultural outreach, educators and students can engage in experiential learning, thereby fostering a robust cultural atmosphere. The integration of traditional handicrafts with entrepreneurship and innovation education via online platforms is essential for delivering effective innovation and entrepreneurship education to college students. This approach aims to guide students in developing a proper understanding of core values. By acquiring and mastering traditional cultural skills, students not only enhance their awareness of innovation but also contribute to the preservation and advancement of intangible cultural heritage. Furthermore, this integration is likely to increase the market value of cultural and creative products derived from intangible cultural heritage.

Furthermore, higher vocational schools should investigate local resources and develop specialized curricula. The approach to talent cultivation that combines classroom instruction with social practice in higher vocational schools aligns closely with the methods employed in the practice and instruction of traditional handicrafts. In essence, the pathways of traditional handicrafts and the cultural construction within higher vocational schools are highly compatible, and both can significantly contribute to cultural construction. In alignment with the developmental trajectory of higher vocational schools and the distinct characteristics of various

professions, the establishment of specialized handicraft courses tailored to local conditions and materials can effectively showcase cultural richness and facilitate the preservation and advancement of cultural heritage. By leveraging local cultural resources, the design of these specialized courses should adopt a model that integrates theoretical knowledge with practical application, while also intersecting professional courses with general education courses. This approach aims to enhance the specialization of course development within the curriculum. The introduction of professional characteristic courses serves as a significant path for advancing cultural construction. On one hand, these courses facilitate a greater understanding of local culture among students, fostering their engagement and discourse regarding cultural issues. On the other hand, they provide a professional framework for excavating and interpreting the contemporary significance of local cultural construction. Notably, the school-wide elective course on culture employs a pedagogical approach that integrates theoretical instruction with practical application. This method not only deepens students' comprehension of traditional culture through theoretical lectures and practical teaching but also enhances the cultural confidence of university students.

### 3.3 Building a platform for cultural practice

Traditional handicrafts are increasingly integrated into various aspects of individuals' lives, contributing to cultural inheritance, resource sharing, voluntary practice, and base co-construction. This integration enhances the service functions of cultural resources and improves the quality of talent training within schools. Consequently, it fosters a novel approach to promoting the creative transformation and innovative development of traditional culture, while also establishing an effective dissemination framework that supports the advancement of school culture.

In the development of traditional culture, higher vocational schools have preserved handicraft skills, innovated approaches to cultural construction, and enhanced the quality of cultural construction. The school leverages its extensive handicraft skills within the practical base to provide a diverse array of specialized courses, including paper-cutting, painting, and carving. It invites master artisans, inheritors of intangible cultural heritage, and cultural experts to facilitate an immersive experience for both educators and students, allowing them to appreciate the charm of handicraft

and the fundamental principles of intangible cultural heritage. This is achieved through the establishment of cultural lecture series, on-site instruction, mentorship programs, and student-led clubs focused on handicraft practices. The implementation of excellent handicraft inheritance activities on campus, which are based on traditional festivals, enhances students' understanding and appreciation of outstanding traditional Chinese culture through direct engagement with traditional handicrafts. This process also fosters a strong sense of familial and national identity among students<sup>[8]</sup>.

Higher vocational schools can leverage various dissemination methods of traditional handicrafts to enhance the cultural construction's impact. By utilizing both on-campus and off-campus practice bases, these schools can engage in the protection and promotion of intangible cultural heritage. This can be achieved through the establishment of school explanation teams, student clubs focused on intangible cultural heritage, and the organization of regional handicraft exhibitions and experiential activities related to intangible cultural heritage. Furthermore, the integration of modern media, such as Douyin and video platforms, can significantly enhance the appeal of the exhibits. This approach aims to transform all viewers into disseminators of cultural knowledge, thereby facilitating the local dissemination of the school's cultural values. Ultimately, this strategy seeks to expand the reach of regional intangible cultural heritage and broaden the market for related products. Higher vocational schools have the opportunity to engage in a variety of art exhibitions for college students, as well as demonstrations of traditional skills at national vocational schools. This participation can enhance inter-school exchanges regarding intangible cultural heritage and facilitate the exploration of methods for disseminating such heritage within colleges and universities. Consequently, this engagement can improve the integration of traditional handicrafts into the cultural construction of higher vocational schools, ensuring that campus cultural development aligns more closely with China's national context and characteristics. Furthermore, it can foster the creative transformation and innovative advancement of excellent traditional Chinese culture among young students<sup>[9]</sup>.

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