

<https://doi.org/10.34142/2709-7986.2024.29.2.07>

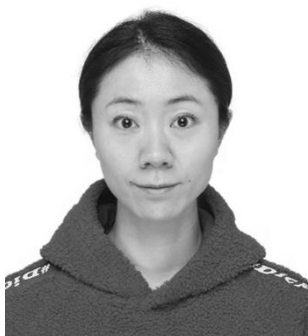
# THE CONCEPT OF FLEXIBLE LEARNING FOR TEACHING ART DISCIPLINES IN ELEMENTARY SCHOOLS FOR NATIONAL MINORITIES IN MODERN PR CHINA

## КОНЦЕПЦІЯ ГНУЧКОГО НАВЧАННЯ ДЛЯ ВИКЛАДАННЯ МИСТЕЦЬКИХ ДИСЦИПЛІН У ПОЧАТКОВИХ ШКОЛАХ ДЛЯ НАЦІОНАЛЬНИХ МЕНШИН СУЧАСНОГО КНР

Received: 29/07/2024

Accepted: 29/08/2024

**Lina HE<sup>1</sup>, & Xi LIU<sup>2</sup>**



<sup>1</sup>Ph.D. Student, H. S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.


✉ E-Mail: 706707610@qq.com

 <https://orcid.org/0009-0006-7859-9860>



<sup>2</sup>Ph.D. Student, H. S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

✉ E-Mail: 2833438989@qq.com

 <https://orcid.org/0009-0004-8283-0741>

### How to Cite (APA Style):

He, L., & Liu, X. (2024). The concept of flexible learning for teaching art disciplines in elementary schools for national minorities in modern PR China. *Educational Challenges*, 29(2), 116–127. <https://doi.org/10.34142/2709-7986.2024.29.2.07>

### ABSTRACT

The concept of flexible learning is increasingly important in contemporary education systems, particularly for teaching art and aesthetic disciplines. In China, this approach is especially relevant in schools serving national minorities, where diverse cultural and linguistic backgrounds

Концепція гнучкого навчання стає все більш важливою в сучасних освітніх системах, особливо для викладання дисциплін мистецького та естетичного спрямування. У Китаї цей підхід особливо актуальний у школах, де навчаються національні меншини і де різноманітні культурні та мовні

© Lina HE, & Xi LIU, 2024

**The Concept of Flexible Learning for Teaching Art Disciplines in Elementary Schools for National Minorities in modern PR China** © 2024 by Lina HE, & Xi LIU is licensed under **Attribution-NonCommercial 4.0 International**. To view a copy of the license, visit <http://creativecommons.org/licenses/by-nc/4.0/>

necessitate a more adaptable and inclusive educational framework.

This article **aims** to explore the implementation of flexible learning for teaching art and aesthetic disciplines in modern elementary schools in China, focusing on the experiences and strategies used to organise the educational process for representatives of national minorities.

When writing the article, the **methods** typical for researching papers in the field of general education and pedagogical comparative studies were used, in particular: literature review, case studies, document analysis, comparative analysis, observation.

The article **results**. Flexible learning refers to educational approaches that provide students with choices regarding how, what, when, and where they learn. It emphasises adaptability to individual learning needs, preferences, and cultural contexts. Implementing flexible learning in art and aesthetic disciplines involves several strategies to accommodate the unique needs of national minority students (such as cultural and artistic integration, use of technology, community involvement and flexible learning environments) and is widely used in PR China in regions with significant populations of national minorities, providing valuable results. However, implementing flexible learning for art and aesthetic disciplines in schools for national minorities comes with challenges, including resource limitations and the need for special programs of teacher training activities including cultural sensitivity, which are the point of constant attention of the Chinese government.

The study **concludes** that the implementation of flexible learning for teaching art and aesthetic disciplines in modern elementary schools in China, particularly for national minorities, demonstrates a commitment to inclusivity and adaptability in education. By integrating bilingual education, technology, community involvement, and flexible learning environments, these schools can provide a more personalised and culturally relevant education for their students. Despite the challenges, the benefits of this approach are significant and include promoting cultural preservation, artistic expression, and social cohesion.

особливості учнів вимагають більш адаптивної та інклюзивної освітньої структури.

Ця стаття має на **меті** дослідити практику впровадження гнучкого навчання для викладання художньо-естетичних дисциплін у сучасних початкових школах Китаю, зосередившись на досвіді та стратегіях, які використовуються для організації освітнього процесу в школах для представників національних меншин.

При написанні статті використано **методи**, характерні для наукових праць у галузі загальної педагогіки та педагогічної компаративістики: аналіз спеціальної та фахової літератури, вивчення нормативних документів різного рівня (загальнодержавного, провінційного, регіонального), аналіз практичного досвіду організації навчального процесу в школах для дітей національних меншин у КНР тощо.

**Результати.** У статті доводиться, що гнучке навчання відноситься до освітніх підходів, які надають учням вибір щодо того, як, що, коли та де вони вивчають. Воно підкреслює адаптивність до індивідуальних потреб у навчанні, уподобань і культурного контексту. Впровадження гнучкого навчання мистецьким та естетичним дисциплінам передбачає декілька стратегій для задоволення унікальних потреб учнів з національних меншин (таких як культурна та мистецька інтеграція, використання технологій, залучення громади, гнучке середовище навчання) і широко використовується в КНР у регіонах, населення яких є представниками національних меншин. Крім того, впровадження гнучкого навчання у викладанні мистецьких та естетичних дисциплін у молодшій школі для представників національних меншин супроводжується певними проблемами, включаючи обмежені ресурси, потреба в спеціальних програмах підготовки вчителів щодо культурної чутливості та толерантності, які є предметом постійної уваги китайського уряду.

Дослідження доходить **висновку**, що впровадження принципів гнучкого навчання для викладання мистецьких та естетичних дисциплін у сучасних початкових школах Китаю, особливо для таких, де навчаються представники національних меншин, демонструє прагнення країни до інклюзивності та адаптивності в освіті.

**Keywords:** China, flexible learning, elementary schools, ethnic minority-origin students, PR China, art disciplines, teacher training.

**Ключові слова:** Китай, гнучке навчання, початкова школа, учні з етнічних меншин, КНР, мистецькі дисципліни, підготовка вчителів.

## INTRODUCTION

In recent years, the concept of flexible learning has gained significant attention in the field of education, particularly for its potential to address diverse learning needs and cultural backgrounds. This is especially relevant in the context of teaching art disciplines in elementary schools for national minorities in the People's Republic of China (PRC). The implementation of flexible learning methods in this setting not only enriches the educational experience but also plays a crucial role in preserving and nurturing the cultural heritage of minority groups.

Teaching national minorities is of paramount importance for several reasons. In China, as in many other countries, national minorities represent a significant portion of the population. Ensuring that these communities have access to quality education is essential for promoting social cohesion, equity, and cultural diversity. By providing tailored educational experiences that respect and incorporate minority traditions, China can strengthen the cultural identity and social integration of its minority populations.

This approach also aligns with global educational goals that emphasise inclusivity and respect for cultural diversity. The importance of arts in preserving and developing minority cultures cannot be overstated. Artistic expression is deeply intertwined with cultural identity and heritage. It provides a tangible link to the past, while also allowing for innovation and adaptation in the present.

By incorporating flexible learning strategies in art education, schools can create dynamic and responsive learning environments that celebrate and sustain minority cultures. This approach ensures that the cultural knowledge and practices of national minorities are passed down to future generations, fostering a sense of pride and continuity.

The article **aims** to explore and analyze the implementation of flexible learning strategies in art education for national minorities in China. The article seeks to understand how these strategies contribute to the preservation and development of cultural heritage, enhance educational inclusivity, and improve academic outcomes for minority students. It also draws attention to the problem of training modern teachers of art and aesthetically oriented disciplines for teaching in elementary schools, whose students are from national minority origin.

To research the chosen topic, **methods** typical for scientific study in the field of general and comparative pedagogy were used, in particular:

- *literature review* (books, journal articles, and conference papers on flexible learning, art education, and minority education): to conduct a comprehensive review of existing scholarly articles, books, and reports on flexible learning, art education, and the education of national minorities and to establish a theoretical framework of the current research;
- *case studies* (reports and evaluations from educational authorities and organisations involved in minority education): to study the detailed examples of specific

elementary schools that have successfully implemented flexible learning strategies for their students of minority origins in and outside the regions of their current residence;

- *document analysis* (national, provincial, and regional policy documents and curriculum guidelines related to flexible learning and art education): to view and analyse relevant policy documents, curriculum guidelines, and educational frameworks at national, provincial, and regional levels to understand the regulatory and institutional context of flexible learning in China;
- *comparative analysis* (detailed descriptions and analyses of specific elementary schools that have successfully integrated flexible learning into their art education curriculum): to compare the implementation and outcomes of flexible learning strategies in Chinese elementary schools for students of minority origins in and outside the regions of their current residence;
- *observation*: classroom observations during the authors' practical work in elementary schools for minority origin students that implement flexible learning strategies to provide firsthand insights into teaching methods, student engagement, and the practical application of flexible learning principles.

By utilising these scientific research methods and materials, the article has provided a comprehensive and evidence-based exploration of flexible learning approaches in teaching arts disciplines in elementary schools for students of ethnic minority origin in China.

## RESULTS

China is home to 56 officially recognised ethnic groups, each with its unique cultural heritage, language, and traditions. The education of ethnic minorities in China has its roots in the early dynasties. However, formalised and systematic approaches to minority education began to take shape during the Qing Dynasty (1644-1912). During this period, the Chinese government started recognising the need to educate minority groups to promote social harmony and integrate them into the broader Chinese society.

The Qing Dynasty made initial efforts to educate ethnic minorities, primarily focusing on promoting loyalty to the empire and teaching the Chinese language and Confucian values. The establishment of schools in minority regions was limited, and educational efforts were often sporadic and uncoordinated (Ding & Yang, 2019).

The fall of the Qing Dynasty and the establishment of the Republic of China (1912-1949) marked significant changes in the country's approach to education, including for minority groups. The Nationalist government recognised the importance of education for national development and social integration. Educational reforms during this period aimed to promote universal education, but minority regions often lagged, due to political instability and resource constraints (Gao, 2019).

The establishment of the People's Republic of China in 1949 brought about comprehensive reforms in all sectors, including education. The Chinese government embarked on a mission to create an inclusive education system that would cater to all ethnic groups. The "Common Program of the Chinese People's Political Consultative Conference" (1951) emphasised the importance of education for ethnic minorities, calling

for the establishment of schools and educational institutions in minority regions. The government launched campaigns to eradicate illiteracy and promote basic education across the country, including in minority areas (Guo et al., 2019).

The Cultural Revolution (1966-1976) disrupted educational development nationwide. Minority education suffered as schools were closed and educational activities were halted. The focus during this period was on ideological indoctrination rather than formal education. Deng Xiaoping's reform and opening-up policies (post-1978) marked a significant turning point.

The new government prioritised economic development and recognised education as a critical driver of progress (Hu & Hu, 2011). The 1982 Constitution of the PRC included specific provisions for the protection and promotion of minority cultures and languages, which laid the groundwork for more inclusive educational policies. The "Decision on the Reform of the Educational Structure" (1985) emphasised the need for tailored educational approaches to meet the specific needs of minority regions (Clothey, 2005).

"Education Law of the PR China" (1995) reinforced the commitment to providing equitable education to all citizens, including ethnic minorities. "Action Plan for Revitalising Education for the 21st Century" (1999) included specific strategies to enhance educational access and quality in minority areas, including the idea of strengthening of cultural component of the local minority in educational programs.

In 2001 the Chinese government adopted the "Law on Regional Ethnic Autonomy", which mandated local governments in autonomous regions to prioritise education and promote bilingual education, incorporating both Mandarin and minority languages. "National Plan for Medium and Long-term Education Reform and Development (2010-2020)" (2010) outlined comprehensive strategies to improve education nationwide, with specific focus on reducing disparities between urban and rural areas, as well as Han and minority regions (Decision of the State Council..., 2015).

Since 2010, the Chinese government has introduced several legislative acts and policies to enhance flexible education for elementary school children from minority origins. These acts emphasise the importance of bilingual education, culturally relevant curricula, and the equitable distribution of educational resources. In particular, norms related to flexible education for elementary school children from minority origins are contained in such documents as "National Long-Term Education Reform and Development Plan 2010-2020" (Section 11 and 12 emphasise the development of education for ethnic minorities, including improving educational infrastructure and teacher training, and advocate for the use of information technology to enhance education in remote and minority areas, supporting flexible learning approaches).

As well as this, the following documents are relevant: "Twelfth Five-Year Plan for Ethnic Minority Education 2011-2015" (focuses on increasing funding and resources for schools in ethnic minority regions and implementation of bilingual education programs and culturally relevant curricula); "Thirteenth Five-Year Plan for Ethnic Minority Education 2016-2020" (continues support for bilingual education, increases investment in teacher training programs tailored to the needs of minority students and promotes flexible learning environments using digital tools and resources); "Opinions on Strengthening and Improving Minority Education" (adopted 2015) (emphasizes the importance of

cultural respect and sensitivity in educational content and encourages the integration of modern educational technologies to facilitate flexible learning).

We can add "The Belt and Road Initiative Education Action Plan" (adopted in 2016) (promotes cross-cultural understanding and international cooperation in education and supports the use of flexible education methods to adapt to the diverse needs of students, including those from minority backgrounds); "Fourteenth Five-Year Plan for Ethnic Minority Education 2021-2025" (further development of bilingual and culturally relevant education programs, enhances support for professional development of teachers in minority regions and increases the use of digital and flexible learning tools to bridge educational gaps) and some others.

By supporting these legislative measures, China aims to create an inclusive and respectful educational environment that acknowledges and celebrates the diversity of its ethnic minority populations. The continued development and implementation of these policies are crucial for promoting social harmony, cultural preservation, and academic success among minority students.

Start the 2000s, the Chinese government has actively emphasised the importance of flexible learning strategies in elementary education in regions with significant populations of ethnic minorities. The goal is to create an inclusive educational environment that respects and incorporates the cultural heritage of these communities (Huang et al., 2020). This approach is especially evident in the teaching of art disciplines, which play a crucial role in preserving and promoting ethnic identities. The main strategies of this education organisation approach with the examples of their realisation in practice in different regions of China are included below:

- Bilingual and Bicultural Education Strategy: Implementing bilingual education programs that integrate the native languages of ethnic minorities alongside Mandarin. Elementary schools in Xinjiang Uyghur Autonomous Region have developed bilingual art programs where students learn in Uyghur, though the disciplines of the general curriculum (maths, geography, reading etc) are taught both in Mandarin and Uyghur languages. Art classes in elementary schools there often include traditional Uyghur music, dance, and crafts, ensuring that students remain connected to their cultural roots while mastering the national language (Huo et.al., 2021);
- Culturally Relevant Curriculum Strategy: Developing a curriculum that incorporates traditional art forms, crafts, and cultural expressions of ethnic minorities. Elementary and secondary schools in Tibet Autonomous Region have included traditional Tibetan art forms such as "thangka painting" and "sand mandala" creation in their art curriculum. These practices help students maintain a strong connection to their cultural heritage while fostering their artistic skills (General Office of the CPC ..., 2020);
- Use of Technology Strategy: Leveraging digital tools and resources to enhance the learning experience and provide access to a wider range of artistic content. Guizhou Province schools, including the elementary ones, have introduced digital art platforms where students can access tutorials, virtual museum tours, and online galleries in both Mandarin and their native Miao language. This integration of

technology supports self-paced learning and exposes students to global artistic trends;

- Community Involvement Strategy: Engaging local artists, cultural organisations, and community leaders in the educational process to provide students with authentic cultural experiences. Schools in Yunnan Province collaborate with local Dai (the main Yunnan province minority) artists and cultural organisations to conduct workshops and cultural events. These activities not only enrich the elementary students' learning experiences, but also foster a sense of community and cultural pride (Decision of the State Council ..., 2015);
- Flexible Learning Environments Strategy: Creating adaptable learning environments that accommodate various teaching methods and activities. Schools and local art communities in Inner Mongolia Autonomous Region have designed multifunctional art spaces that can be easily reconfigured for different activities, such as group projects, individual study, and cultural performances. This flexibility allows in particular elementary school teachers to employ a range of instructional strategies that cater to diverse learning styles (Cai, 2024);
- Integration of Traditional and Contemporary Art Forms Strategy: Encouraging elementary school students to explore both traditional and contemporary art forms to develop a well-rounded artistic education. Qinghai Province art education programs include traditional Tibetan and Mongolian art forms alongside contemporary artistic expressions. This approach allows elementary school students to appreciate their cultural heritage while engaging with modern artistic trends and techniques (Jian et al., 2022).

As has already been mentioned, in 2010 the Chinese government recognised the importance of flexible learning in elementary schools, particularly in the regions with significant populations of ethnic minorities. However, the success of these initiatives relies heavily on the effective training and professional development of teachers. The Teacher Training and Professional Development Strategy is supposed to provide specialised training for teachers to effectively implement flexible learning strategies and address the cultural needs of minority students. This strategy is considered one of the most promising, yet requires significant attention from the Chinese government to address various challenges (Liu, 2018).

The Regional Education Development Report (2023) identified the following issues as among the greatest challenges faced by practicing teachers and administrators, particularly in primary schools for minority origin children while providing the flexible learning principles:

- many elementary school teacher training programs of professional and higher education institutions in China do not yet adequately prepare educators to understand and integrate the cultural contexts of their students from ethnic minority backgrounds. In particular, the programs, because of their unification and generalization, pay less attention to “cultural sensitivity and cultural tolerance” as crucial principles in the education of elementary school children from ethnic minority origins in China. These principles ensure that the educational environment respects and values the diverse cultural backgrounds of all students, fostering an

inclusive and harmonious society and involve recognising the distinct traditions, languages, customs, and values that each student brings to the classroom (Kalashnyk et al., 2021);

- effective bilingual education requires teachers to be proficient in both Mandarin and the local minority language, but many teachers lack sufficient language skills;
- teachers in remote and underserved minority regions often have limited access to professional development opportunities and resources. They face challenges accessing workshops, conferences, and online resources, limiting the elementary school teachers` (especially in rural areas, where the minorities typically live) ability to stay updated with the latest educational practices.
- integrating technology into flexible learning requires teachers to be proficient in digital tools and resources, a skill set that many teachers lack. Despite the availability of digital art platforms, many elementary school teachers are not adequately trained in using these tools, which limits their ability to incorporate technology effectively into their teaching (Notification on the implementation ..., 2022).
- effective art education for ethnic minorities requires collaboration with local artists and community leaders, but elementary school teachers and leaders often lack the training to facilitate these partnerships, and the local artists are not trained to collaborate with educational institutions and do not have the education and skills to teach elementary school students in particular. Teachers and school leaders need to engage local artists into their art curriculum, but neither teachers nor artists have instructions on how to do it (Yuan, 2022).

The practical solutions to the problems defined by the government are traditionally called upon to be implemented by local managers, and the search for solutions depends on the resources available to local authorities and their own understanding of the appropriateness and optimality of applying one or another form. The Ningxia Hui Autonomous Region government has established professional development programs focused on culturally responsive teaching practices and bilingual education techniques.

These programs include workshops and training sessions that equip elementary school teachers who plan to work in the region with the skills to integrate Hui cultural elements into their art lessons and improve their proficiency in both Mandarin and Hui language. Teacher exchange government initiatives in Qinghai province have implemented teacher exchange programs with more developed regions to provide teachers with exposure to innovative teaching practices and resources. Teachers from Qinghai visit schools in urban areas to learn about the latest flexible learning strategies and bring back new ideas to their home schools (An Opinion on Strengthening ..., 2021).

These exchange visits also include training on how to balance traditional Tibetan and contemporary art forms. Online Professional Development Platforms have been initiated by the Sichuan province government to provide teachers with access to training modules, webinars, and digital resources. These modules cover various aspects of flexible learning and culturally responsive teaching, enabling elementary school teachers in remote areas to improve their skills and knowledge without needing to travel.

Guangxi Zhuang Autonomous Region has partnered with local universities to offer specialised training programs for teachers focusing on the integration of Zhuang cultural elements into the art curriculum. Universities conduct workshops that teach elementary school teachers how to incorporate traditional Zhuang art forms into their lessons and provide ongoing support through mentorship programs.

It should be noted that the forms and methods of flexible education, taking into account the ethnic origin of elementary school students, are primarily used in places of residence of ethnic minorities that have the status of "special ethnic administrative units" (such as districts, cities, regions, and provinces). These regions receive specific educational programs and resources tailored to the cultural needs of the minority groups.

In regions like the Guangxi Zhuang Autonomous Region or the Ningxia Hui Autonomous Region, education programs include both the national curriculum and specific content related to the local ethnic culture, language, and traditions. If a family from an ethnic minority lives outside the region of residence of their minority, then the child in elementary school will study according to the standard programs approved for that region, regardless of their ethnic origin.

This limitation means that the cultural and linguistic needs of minority students may not be adequately addressed if they reside outside their designated autonomous regions (Hoshino, 2019). In major urban centres like Beijing or Shanghai, where many ethnic minority families might move for better economic opportunities, their children often attend schools that follow the standard national curriculum with little to no adaptation for minority cultures.

## **DISCUSSION**

The concept of flexible learning for teaching art disciplines in elementary schools for national minorities in modern China is a highly relevant and timely subject of study. China's approach to integrating flexible learning in art education for national minorities offers valuable insights into creating inclusive and culturally responsive educational environments. By examining the strategies and outcomes of these initiatives, educators and policymakers can learn how to better support minority students' academic and cultural development.

China's rich cultural diversity and its proactive policies to preserve and promote minority cultures provide a unique case study on the effectiveness of flexible learning in fostering cultural heritage through education. The Chinese government recognises the benefits of this educational organisation approach, and plans to further develop and expand the use of flexible learning in the future (Vitchynkina, 2024; Jiang, 2022; Kostikova & Liu, 2023). Policies and initiatives aimed at supporting minority education continue to evolve, with a focus on leveraging flexible learning to enhance educational outcomes and cultural preservation.

By addressing the challenges and leveraging the advantages of using flexible learning for teaching art disciplines in elementary schools for national minorities, China sets a precedent for using flexible learning to support minority education, providing a model that can inspire similar efforts worldwide.

## CONCLUSIONS

Flexible education methods are crucial in the teaching of art disciplines in elementary schools, particularly for children of ethnic minority origin. These methods not only enhance the learning experience but also play a vital role in preserving national origin and self-identification through arts and culture. The use of flexible education methods in teaching art disciplines in elementary schools for children of ethnic minority origin is both important and reasonable. It supports cultural preservation, enhances personal identity, and fosters creative skills.

China, home to 56 recognised ethnic groups, has developed innovative approaches to integrating traditional and contemporary educational practices. These methods are designed to cater to the unique cultural and linguistic needs of minority students, ensuring that they receive a comprehensive and inclusive education. The success of these initiatives highlights the potential benefits of flexible learning in fostering cultural preservation and academic excellence.

The concept of flexible learning for teaching art disciplines in elementary schools for national minorities in modern PR China presents a compelling case for study. It highlights the critical role of education in cultural preservation and the potential of flexible learning to meet the diverse needs of minority students. By examining and learning from the Chinese experience, educators and policymakers worldwide can develop more effective strategies to support cultural diversity and inclusion in their own educational systems.

---

## CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

## FUNDING

The authors declare that this study received no specific financial support.

---

## REFERENCES

- An Opinion on Strengthening Primary and Secondary School Teacher Training (2021). *Official website of Ministry of Education of the People's Republic of China*. <http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/s4559/201101/114220.html> [in Chinese].
- Cai, Yi. (2024). *Promote common prosperity and development of all ethnic groups*. Chinese Social Sciences Journal. [https://www.cssn.cn/skgz/bwyc/202404/t20240411\\_5745708.shtml](https://www.cssn.cn/skgz/bwyc/202404/t20240411_5745708.shtml) [in Chinese].
- Clothey, R. (2005). China's policies for minority nationalities in higher education: Negotiating national values and ethnic identities. *Comparative Education Review*, 49(3), 389–409. <https://doi.org/10.1086/430263>
- Decision of the State Council on Accelerating the Development of Ethnic Education. (2015). *Official website of Central People's Government of the People's Republic of China*. [https://www.gov.cn/zhengce/content/2015-08/17/content\\_10097.htm](https://www.gov.cn/zhengce/content/2015-08/17/content_10097.htm) [in Chinese].

- Ding, Yi., & Yang, H. (2019). *Overview of the development of ethnic minority education in China*. China Ethnic Culture Resource Library. <http://travel.people.com.cn/n1/2019/0624/c422585-31176568.html> [in Chinese].
- Gao, J. (2019). *Saving the Nation through Culture: The Folklore Movement in Republican China*. University of British Columbia Press.
- General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era" and the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era". (2020). Official website of Central People's Government of the People's Republic of China. [https://www.gov.cn/gongbao/content/2020/content\\_5554511.htm](https://www.gov.cn/gongbao/content/2020/content_5554511.htm) [in Chinese].
- Guo, L., Huang, J., & Zhang, Y. (2019). Education Development in China: Education Return, Quality, and Equity. *Sustainability*, 11, 3750. <https://doi.org/10.3390/su11133750>
- Hoshino, M. (2019). Preferential policies for China's ethnic minorities at a cross-roads. *Journal of Contemporary East Asia Studies*, 8(1), 1–13. <https://doi.org/10.1080/24761028.2019.1625178>
- Hu, A., & Hu, L. (2011). The Second Generation of minzu Policy: Promote Ethnic Integration and Prosperity as a Single Body. *Journal of Xinjiang Normal University*, 5, 1-12. [http://www.xinhuanet.com/politics/2020-06/12/c\\_1126105105.htm](http://www.xinhuanet.com/politics/2020-06/12/c_1126105105.htm) [in Chinese].
- Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). *Handbook on Facilitating Flexible Learning during Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak*. Smart Learning Institute of Beijing Normal University.
- Huo, M., Zhao, N., Zhao, Y., & Van Den Noortgate, W. (2021). Who is teaching in Chinese primary schools? A profile of the primary education workforce in Chinese county areas. *PLoS ONE*, 16(1), e0245549. <https://doi.org/10.1371/journal.pone.0245549>
- Jian, Z., Nicolas, A., & Karin, K. (2022). Examining cultural production and the development of Zhuang cultural performances in Guangxi Province, China. *The International Journal of Critical Cultural Studies*, 20(1), 13–25. <https://doi.org/10.18848/2327-0055/cgp/v20i01/13-25>
- Jiang, H. (2022). Teaching English to Young Learners in China and Ukraine. *Educational Challenges*, 27(2), 16–28. <https://doi.org/10.34142/2709-7986.2022.27.2.01>
- Kalashnyk, L., Levchenko, Y., Tkachenko, L., & Mkrtychan, O. (2021). Mingzu Universities as an educational and social phenomena in PR China. *Postmodern Openings*, 12(3), 60–76. <https://doi.org/10.18662/po/12.3/327>
- Kostikova, I., & Liu, G. (2023). Teaching Chinese as a state language using nursery rhymes in primary classes [Teaching Chinese as a state language using nursery rhymes in primary classes]. *Teoriia ta metodyka navchannia ta vykhovannia – Theory and methods of teaching and education*, 55, 77–86. <https://doi.org/10.34142/23128046.2023.55.07>
- Liu, Y. (2018). «Flexible learning» and «rigid education». SINA News Center. [http://k.sina.com.cn/article\\_6423239303\\_17edada87001005m87.html](http://k.sina.com.cn/article_6423239303_17edada87001005m87.html) [in Chinese]

Notification on the implementation of the National Primary and Secondary School Teacher Training Program (2022). *Official website of The State Council of the People's Republic of China*. [http://www.gov.cn/zwggk/2010-06/30/content\\_1642031.htm](http://www.gov.cn/zwggk/2010-06/30/content_1642031.htm) [in Chinese].

Vitchynkina, K. (2024). Soft Skills and Creative Activity: Analysis of interconnection in the education of future graphic design professionals. *Educational Challenges*, 29(1), 214–225. <https://doi.org/10.34142/2709-7986.2024.29.1.15>

Yuan, Zh. (2022). *Research report on the development of aesthetic education in China (2020-2022)*. China Education Online. [https://www.eol.cn/news/yaowen/202212/t20221213\\_2261033.shtml](https://www.eol.cn/news/yaowen/202212/t20221213_2261033.shtml) [in Chinese].