

BUILDING THE MODEL OF INFORMATION, EDUCATION AND COMMUNICATION EFFICIENCY IN CONSERVATION AND PROMOTION OF THE IDENTITY VALUE OF ETHNIC MINORITIES CULTURE IN ETHNIC MINORITY BOARDING GENERAL SCHOOLS, ETHNIC MINORITY SEMI-BOARDING GENERAL SCHOOLS AND LOCAL COMMUNITIES THROUGH LANGUAGE OF ETHNIC MINORITIES

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Traditional culture of ethnic minorities is the material and spiritual values that are accumulated and preserved in the whole history of ethnic minority development. In that common cultural flow, every ethnic minorities group in our country has its own characteristics in traditional culture. That identity is expressed firstly in language. Language is an important element of the ethnic minorities character, therefore, the loss of language is the loss of a great asset, thereby leading to the erasure of art literature, religious beliefs and the custom, customary law.

Therefore, in the context of modern life, preserving and promoting the cultural and linguistic identity of ethnic minorities is an urgent task. In particular, pay special attention to the method of cultural preservation through the development of Information, Education and Communication Model in ethnic minorities languages in schools and local communities.

Keywords: Information; Education and Communication Models; Preserving and promoting the values of ethnic minorities cultural identities; Ethnic minorities languages; Boarding general and Semi-boarding general schools for ethnic minority pupils.

1. Background

Vietnamese culture with the concept that ethnic culture is unified on the basis of multi-ethnic cultural nuances is expressed in three main characteristics.

The first characteristic: Vietnam has a rich and diverse culture on all aspects, Vietnamese people and community of 54 ethnic groups have good traditions, customs, beliefs and religions from a long time ago...The second characteristic, is the difference in the structure of terrain, climate and ethnic distribution, the population has created cultural areas with unique features in Vietnam. From the Red River Delta with wet rice civilization to the culture of ethnic groups in the Northwest and Northeast, Cham culture of Cham people in South Central Vietnam, Chinese and Khmer ethnic to the diversity of ethnic groups literature of the Central Highlands. The third characteristic: The history

of thousands of years of building and maintaining the country of the Vietnamese and other ethnic minorities has created unique cultural characteristic of each ethnic group.

Throughout the history, the traditional culture of ethnic minorities is always a valuable heritage. In the flow of globalization, preserving the traditional culture of ethnic minorities in order to preserve the diversity of Vietnamese culture, enriching the world cultural treasure; help strengthen the exploitation of cultural resources, promote economic development of the country. Besides, doing well this work also contributes to improving the pride and self-respect of the nation; oppose the sabotage schemes of hostile forces. However, in the context of modern life, in parallel with the opportunity to exchange and integrate, there is a risk of many traditional cultural values, especially of ethnic minorities

cultural values, being eroded and forgotten. Among the 54 ethnic groups in Vietnam, there are ethnic groups with a population of less than ten thousand people such as Pa Then, Co Lao, Lo Lo, Mang, Lu, Cong, Bo Y, La Ha, La Hu ...; there are even ethnic groups with a population of less than one thousand people such as Si La (Lai Chau, Dien Bien), Pu Peo (Ha Giang), O Du (Nghe An) ... These are difficult to afford and sue to protect and promote the value of its cultural heritage. Currently, language loss is a common and common situation not only in very few ethnic minorities groups. For example, the O Du people in Nghe An are currently communicating mainly in the languages of Khomu and Thai people. From the dress up to the cultural practices have a very strong influence on the customs and practices of the Thai and Kho Mu people. One of the reasons for this situation is explained by the O Du custom which is not allowed to marry in the ethnic group, with little use of mother tongue for communication and cultural life of a few other ethnic groups such as Pu Peo, Brau,... are in the same situation. Thus, one of the biggest causes of the eradication of traditional culture of ethnic minorities in general and ethnic minorities with very few people in particular is primarily due to the consciousness of the people - The owner of their culture.

The first challenge is the ability to lose the traditional language, the soul of the ethnic culture, as well as a means to convey and transfer art and customs of the ethnic groups. For example, Thai people, one of the largest ethnic minority groups in our country, also have early written words; but since the 70s of the 20th century, Thai language is rarely used. Only radio and radio stations in districts and towns also have Thai language programs; also in daily communication in the city, even in many families with Thai parents, only use Mandarin. In rural areas, some families still use Thai language, but very few. Currently, the number of people writing Thai letters only counts on the fingers. Meanwhile, schools also teach only in Mandarin. Many ethnic minority languages are not taught as bilingual for cultural subjects, so they are losing their place in everyday life.

Besides, music, dance, costumes which are considered the identity of ethnic minority people are also at risk of loss. Like the Vietnamese monochord, the Tay's and Thai's character; gongs, gongs of ethnic minorities in the Central Highlands; Khèn of the Mong people ... are typical instruments of each ethnic group. Similarly, gongs and dancing dances of Muong and Thai people; drum dance, tassel dance of Cao Lan people; Boating dancing, lotus dance of Khmer ethnic people ... are special spiritual cultural heritage of ethnic groups. However, all of these art forms are slowly appearing. In the face of the "hot" development of

industrialization and modernization, the techniques of crafting traditional folk products are also in danger of dying. For a long time, brocade textiles; embroidery patterns; manipulating traditional musical instruments with stone, copper, bamboo ... is still a pride, a testament to the creativity and ingenuity of Vietnamese people. However, due to lack of output, it faced the competition of mass-produced industrial products, crafting techniques were gradually eroded and forgotten.

Facing these challenges, the restoration, preservation and development of traditional cultural values of Vietnamese ethnic minorities have become an urgent, both immediate and long-term task and traditional culture of ethnic minorities want to preserve and promote necessarily placed in the environment of community cultural activities.

Many researchers affirm that, in order for ethnic minority culture to live in the people, it is necessary to mobilize people to produce typical traditional utensils in the form of family or production group. Of course, production must be associated with consumption plans. Currently, these products are consumed quite well in tourist destinations as souvenirs. However, when exploiting traditional culture combining tourism, it is necessary to take measures to both promote positive points from commercial activities, while ensuring the policy of preserving the true traditional cultural values. In addition, the Party and State need to have a macro education policy on the importance of preserving national culture, not only in each ethnic community, but equally for all subjects. Propaganda can be carried out through a variety of mass media or integrated into cultural and cultural activities and programs. In addition, there should also be measures to integrate with the school education program, especially in traditional languages and cultures in the schools where EM children attend. That will help children from the early age to honor and protect the traditional culture when starting to interact with and interact with outside culture.

In order not to mislead ethnic cultural values, research, collection, systematization and preservation of materials are also extremely important. besides, there is a policy to encourage artisans to transmit cultural heritage, and preferential policies for elite artists and people artisans in ethnic groups; encourage research, collection, preservation, transmission and introduction of cultural heritage of ethnic minority communities. In order to accomplish this, in addition to the mind and the scope of the researcher, collector, it is necessary to have the effective cooperation of village patriarchs, village leaders, artisans and prestigious people who are knowledgeable about culture and customs of specific ethnic groups.

Implementation of the Central Resolution 7

of the IXth Congress of the Communist Party of Vietnam on priorities for economic, cultural and social development in ethnic minority and mountainous areas of Vietnam, from 2005 until now there have been 6 projects: the development of the 5 ethnic minorities with smallest people in Vietnam is Pu Peo, O Du, Ro Mam, Brau and Si La which are approved and implemented. In 2016, the Prime Minister issued Decision 2086/QĐ-TTg approving the project to support socio-economic development of ethnic minorities with smallest people in the period 2016-2025. The project on supporting socio-economic development of ethnic minority people in the period of 2016 - 2025 was implemented in 194 villages and hamlets living in ethnic minority groups with smallest people (ethnic groups with people numbers under 10,000 people in the area of 93 communes in 37 districts of Cao Bang, Lai Chau, Dien Bien, Son La, Ha Giang, Lao Cai, Yen Bai, Tuyen Quang, Nghe An, Ha Tinh, Quang Binh and Kon Tum provinces. Implementation time of the scheme is 10 years (2016 - 2025), divided into 2 phases: Phase I: 2016 - 2020; Phase II: 2021 - 2025. The project has the contents: Supporting preservation and promotion of unique traditional cultural values, improving spiritual life for people. Collection, restoration, conservation and promotion of typical and typical cultural values (occupations, festivals, musical instruments, costumes ...); organize teaching and learning of ethnic languages in appropriate forms; equipment for 194 community houses; establishing and maintaining village and village performance teams; build 10 typical villages and villages to preserve traditional architecture and culture.

With these programs and projects, often the issues of economy, education, health, infrastructure, etc. are prioritized to support. However, the issue of preservation and promotion of traditional culture has also been paid attention to, expressed in some contents such as:

+ Language preservation: care about the preservation of language through the opening of ethnic language classes, particularly opening of the O Du language teaching classes in Nghe An.

+ Restoring traditional customs: Most programs and projects are interested in restoring traditional cultural values of people such as collecting, storing, restoring traditional costumes, preserving craft development; language conservation and development; rehabilitate some traditional folk festivals, ... In Pu Peo people are to restore forging and casting tools, knitting, maintaining and promoting the worship of forest gods; Ro Mam people upgraded Rong houses to maintain their cultural activities according to customs and festivals in the year such as rice-cutting festival, good rice offerings, rice harvest to warehouses

and rice warehouses...Brau people recovered like a buffalo festival, offered new rice,...

Investing and equipping equipment for traditional cultural and artistic activities: In some Central Highlands ethnic groups, apart from investing in upgrading Rong houses, the project also invests in equipment procurement such as audiovisual equipment, musical instruments, performance costumes. Specifically, in Ro Mam people, equipped with an audiovisual equipment in Rong house, 1 set of original gongs, 20 traditional costumes for use in festivals. Similarly, in the Brau project, they also spend on the purchase of traditional musical instruments, costumes, expenses for organizing community activities, and organizing 4 annual festivals. Especially the gong culture is restored. Currently in Dak Me settlement village, Bo Y commune, Ngoc Hoi district, Kon Tum province, there are 7.5 sets of gongs (each set consists of 2), 5 sets of bronze gongs (each set consists of 12 pieces); There is a Rong house, ...

In addition, the Ministry of Information and Communications also produces the propaganda program on very few ethnic groups in Vietnam, with the theme "Journey to the mountains" consisting of 18 episodes. Among them, 16 propaganda books about 16 ethnic groups with very few people, the remaining 2 volumes introduce cultural values, policies to support development of ethnic minorities. This can be considered as the first program to systematically gather information with vivid images of the life and culture of ethnic minority people in our country.

Preserving and promoting the value of national cultural identity (through ethnic culture) through the language of ethnic minorities is the strategy of national sustainable development, which is a common task of the whole society in which information, education and communication plays the most important role. By way of education and through education, material and spiritual values, practical operational experiences, behavioral experiences, lifestyles, languages of ethnic minorities, customs and practices...of ethnic groups are circulated, existed, connected and developed between generations. Education helps ethnic minority students to understand ethnic cultural tradition and identity, respect, preserve and promote the cultural and cultural traditions of their ethnic groups, respect the cultural identity of their ethnic groups. . From boarding schools for ethnic minority students and semi-boarding ethnic minority schools, information, education and communication about the preservation and promotion of Ethnic Minorities Culture (EMC) identity of each ethnic minority students will be spread widely to local communities.

The policy to support the preservation and

promotion of national cultural identity values in high schools plays an important role not only in preserving and promoting the national culture, but also increasing the opportunities for students to go to school. Ethnic minority education, ensuring comprehensive educational goals. Policies to support the preservation and promotion of national culture in high schools have been effectively implemented by educational institutions. However, because of limited resources, traditional culture of ethnic minorities is severely eroded, the quality of national cultural preservation, minimizing barriers to access to education arise because of the differences of ethnic culture, customary laws in high schools also have certain limitations.

Policies on teaching and learning ethnic minority languages for ethnic minority pupils in educational institutions also exist, limit and standing in front of the danger of languages in Vietnam, in which there are languages that are almost completely lost (Red Clao in Trung San, Hoang Su Phi; O Du language in Con Cuong, Nghe An province; Tu Di (Bo Y) language in Muong Khuong district, Lao Cai province...There are few languages that only very few people use: Pu Peo language, White Clao language in Dong Van, Ha Giang province; La Chi language in Hoang Su Phi, Ha Giang province; Ruc, May and Sach languages in Tuyen Hoa, Quang Binh province; Arem in Bo Trach, Quang Binh province. Resources to organize activities of education, preservation and promotion of ethnic culture in high schools, boarding schools of ethnic minorities, semi-boarding schools of ethnic minorities do not meet the requirements. The above fact poses an urgent requirement that policies to support the preservation and promotion of ethnic culture in schools should continue to be improved.

2.Boarding schools for ethnic minorities, semi-boarding schools for ethnic minorities with the role and task of building a model of Information, Education and Communication (IEC) on the preservation and promotion of ethnic minorities cultural identity values through ethnic minority languages

Model of Information, Education and Communication on the preservation and promotion of ethnic cultural values objects and intangible in the school of education and training, the school of education and training aims to provide ethnic minority students with basic knowledge of traditional cultural, physical culture, intangible culture of ethnic groups in their homeland; Since then, the formation and development of ethnic minority students have the skills to access and exploit the traditional knowledge and cultural capital (physical and intangible) of the locality to acquire, learn and apply in activities at present as well as later.

The Model of Information, Education and Communication on traditional cultural identity values through the language of ethnic minorities, fostering national consciousness, improving the attitude of respecting the national cultural heritage and responsibility with the development of the community and the homeland, the formation of ethnic minority students has a clear and beautiful love, loving attached to the community. The model of Information, Education and Communication on the preservation and promotion of ethnic cultural identity values through ethnic minority languages will enrich and lively, attract specific educational content in the schools of education and training, contributing to education for ethnic minority students in the way of human knowledge and culture, meeting the requirements of socio-economic development in ethnic minority and mountainous areas.

The mission of the Information, Education and Communication Model on preserving and promoting the values of ethnic minorities cultural identity through the language of ethnic minorities in provincial and district ethnic minority schools, primary and lower secondary schools. and inter-level, specifically as follows:

- Information, Education and Communication for ethnic minority students about the fine tradition of the community of ethnic groups in Vietnam, cultural identity of ethnic minorities and national policies and guidelines of the Party and State, educating the attitude of appreciating cultural heritage, gradually forming ethnic minority students' national pride, self-confident attitude when introducing the cultural values of their ethnicity to other peoples, making a sound speak diverse and rich in the unified culture of the Vietnamese nation. From ethnic minority students in ethnic minority and ethnic minority education schools, it will spread the effectiveness of the Information, Education and Communication Model on the preservation and promotion of ethnic minorities identity values through the language of ethnic minorities to the local community copper around the school. Each student of the ethnic minorities boarding general schools at the levels is representing the value of the cultural identity of a countryside, an ethnic minority. Ethnic minorities boarding general schools create conditions for ethnic minority students to experience traditional cultural values of their ethnic groups and interact with cultural values of other ethnic groups so that cultural flows are constantly preserved, nurturing and growing. Schools of ethnic minorities and ethnic minorities education and training organizes activities to learn, express and exchange culture so that ethnic minority students can exchange and study and participate in the preservation and development of cultural values. Thanks to regular

contact with cultural activities and through cultural activities that students of ethnic minority and high school students always know and preserve the cultural identity of their ethnicity, the language and voice of the nation, also a person who understands and respects the cultural identity of the peoples.

- Create a learning and living environment imbued with national identity. Organizing civilized and progressive boarding life in accordance with the fine traditions of the ethnic groups. Using cultural values and minority cultural products to put into schools to build an educational environment. Cultural education, organization of boarding life for ethnic minority students in order to form a friendly, open, united and charming living environment to help ethnic minority students feel close and close like the life of my family, in my hometown. Applying architecture culture in building school facilities, arranging the places to eat, sleep and rest of the ethnic minorities in the arrangement of accommodation for ethnic minority students create friendliness and closeness. Using a number of ethnic cultural materials and articles to decorate, display and perspective form aesthetic beauty and imbued with identity with the surrounding environment...The schools of ethnic minority and handicraft schools have one showroom layout, culture, languages of ethnic minorities, ethnic minority costumes...for ethnic minority students to visit, learn and be proud of their ethnicity.

- Information, Education and Communication on life skills, values of cultural identity for ethnic minority students through ethnic minority languages. Information, Education and Communication on ethnic minorities students' life skills are suitable to the living environment, conditions where they are living in accordance with the characteristics of each region, eliminating backward practices. Organize compilation of Information, Education and Communication materials on training and improving life skills for ethnic minority students.

- Information, Education and Communication work on ethnic culture through the language of ethnic minority students in the school is an effective way to implement the task of preserving and developing the culture and national traditions. Every year, the ethnic minorities boarding general schools, the Department of Education and Training develops a plan for activities of information, education and communication about culture and sports to equip ethnic minority students with basic knowledge and understanding of traditional cultural capital of ethnic minorities, organize the display and introduction of traditional festivals, customs, folk games, folk songs, folk dance and specialties of each locality...through ethnic minority languages number. Through the model of Information, Education and Communication about traditional

culture, the ethnic minorities boarding general schools has implemented the rights of ethnic minority students in education.

Thanks to the traditional culture education, ethnic minority students of the ethnic minority and ethnic minority education schools are comprehensively developed to become knowledgeable and cultural citizens. Information, Education and Communication about culture and sport in the school of education and training, the Center for Education and Training also plays an important role in implementing the task of preserving and developing the value of ethnic minorities identity.

In fact, many ethnic minorities boarding general schools and ethnic minorities semi-boarding general schools have implemented the model of Information, Education and Communication (IEC) on the preservation and promotion of ethnic cultural identity values. Specifically, Lao Cai ethnic minorities boarding high school has organized the Ninth Culture - Sports Festival, 2019. "The activity consists of two main parts: Ceremony and Assembly. The school festival selected the theme of the festival is "Gau Tao Festival" - the traditional festival of the Mong ethnic community in Lao Cai to re-present in the festival. According to the habits of the Mong people, the Gau Tao festival is often due to three families who are related by blood or are connected to each other and have the same situation as mentioned above. The festival is carried out in the spring for three consecutive years - each year a tree is planted to allow the three homeowners to take the tree and the things hanging from the tree in turn to get blessings. The Mong ethnic pupils in the school have recreated the ceremonial part of the Gau Tao Festival according to the Mong rituals that have been preserved for generations. In the festival, ethnic minority students of the school and the ethnic minority pupils' schools participated in performing folk songs, ethnic minority dancers, performing traditional musical instruments with typical performances such as fan dance of Giay ethnic group, collective dance of ethnic groups of Mong, Dao, Tay...Ethnic minority students also participate in eloquence competitions through their ethnic minority languages, folk games like throwing , tug-of-war, sack dance, stilts, etc..., to participate in sports exchanges and competitions among ethnic minority students. Besides, the school also organized classes to display the shops and products of ethnic minorities such as agricultural tools, jewelry, costumes, food... New, creative and impressive in the ceremony the association is the participation of artists from ethnic minorities such as Dao, Mong, Tay, Thai, Bo Y, Ha Nhi...from Muong Khuong, Bac Ha, Simacai and Bao Yen districts to attend, exchange and perform folk songs, folk dance and teach unique cultural characteristics

of ethnic groups to ethnic minority students. Here, the artisans not only introduced the folk song of Bo Y - ethnic minority people of Lao Cai province, the dance of the flute, raised the money of the Mong people, the baton of Thai people, the song of Tay people whose artisans also participate in stage performances create excitement and interesting surprises for ethnic minority students inside and outside the school, ethnic minority communities around the school. With 15 ethnic groups (Kinh, Dao, Tay, Nung, Xa Pho, Phu La, Bo Y, Cao Lan, Mong, Muong, Thu Lao, Ha Nhi, Giay, Pa Di, Thai ...) among 25 ethnic groups of Lao Cai province, the provincial ethnic minorities boarding general school is not only proud of the traditional thickness but also proud of the diversity of cultural identity in the system of high schools in the province.

This is an opportunity for students of 15 ethnic groups to study at the school of cultural exchange and customs of their ethnicity with ethnic minority students inside and outside the school; With the people in the surrounding community, it is also an opportunity for ethnic minority students in ethnic minority schools in Lao Cai province to exchange and learn experiences. As one of the activities of the model of "Multicultural schools associated with ethnic communities" of the provincial ethnic minority high school, the above activities have practically contributed to the preservation and promotion of the special ethnicity cultural characteristics through ethnic languages as soon as they are sitting in school chairs, creating a friendly educational environment. Through the unique repertoire, featuring the most brilliant essence of dance, music, rituals and customs of each ethnic group has been vividly recreated. Through the program, they have fostered the love for the homeland, the country, the pride and self-respect of the nation. Moreover, students are able to expand their knowledge and cultural exchanges with other ethnic groups in and outside the school. Since then, raising the awareness and responsibility of ethnic minority students in preserving and preserving unique cultural values since they were still in school seats.

Him Lam Ethnic Minorities Boarding School, Chau Thanh A district, Hau Giang province has both public high school students and boarding pupils of Khmer ethnic minority children. The school conducts 2 sessions a day, daily boarding ethnic minority students have 90 minutes of self-study in class under the supervision of the School Board, the management team and the homeroom teacher. Implementing ethnic minority language teaching according to the Decree No. 82/2010/ND-CP dated July 15, 2010 of the Government regulating the teaching and learning of spoken and written languages of ethnic minorities in

educational institutions and continuing education center, the school conducts Khmer ethnic language teaching for boarding ethnic minority students, arranges trained and qualified teachers to teach at 4 grade levels (from grade 6 to grade 9) with 4 lessons/week. In addition, the school regularly opens Khmer Language fostering classes for managers, teachers and staffs of the school to improve the understanding of the language, culture and customs of the people, creating an environment communicating for students and preserving the language and writing of Khmer people in the South Vietnam in order to well perform the task of raising boarding ethnic minority students. To educate the sense of preserving and promoting the ethnic cultural identity and at the same time create a useful, interesting and attractive playground for students as well as create opportunities for students to experience, practice and exchange culture. Every year, the school organizes traditional ethnic holidays and festivals such as: Festival of Seldonta, Ok om bok, Chol Chnam Thmay and teach students to use five syllable musical instruments (traditional Khmer musical instruments), practice regularly and participate in performing arts for the school's activities as well as participating Performers in and outside the province get high prizes.

3. Methods and forms of organizing Information, Education and Communication activities on civil culture, preserving and promoting national cultural identity values through the languages of ethnic minorities in ethnic minorities boarding general schools and ethnic minority semi-boarding general schools

The model of Information, Education and Communication on ethnic culture, preserving and promoting the values of cultural identity for ethnic minority students in ethnic minority high schools is implemented through integration in Literature, History, Geography, Citizenship Education subjects and integration in key school education activities, extracurricular activities, experience activities, boarding activities in the school.

The commonly used methods are: organizing experience activities, role playing games, sightseeing, field study surveys in villages; exploiting the inherent practical and traditional cultural experiences of ethnic minority students; organizing information, education and communication activities on life skills for students such as collecting songs and folk songs of ethnic minorities, learning about different types of instruments, learning how to use some ethnic musical instruments, learn about the culinary culture of ethnic groups, organize ethnic festivals, festivals, organize clubs (dance clubs, folk singers clubs, gong clubs, brocade weaving club ...), competitions to preserve and promote cultural identities of ethnic groups, cultural shows, national costume

performance competitions, brocade competitions, display of identity culture of peoples, organizing cultural exchanges among ethnic groups in schools, practicing local traditional crafts (knitting bamboo and rattan, water hyacinth, brocade weaving ...), folk cultural festivals and folk games, inviting artisans in the area to teach culture to students

In order to improve the quality of Information, Education and Communication about traditional culture, preserve and promote the values of ethnic minorities identity through ethnic languages, ethnic minority and ethnic minority students' schools in addition to implementing solutions such as propaganda and promotion awareness for ethnic minorities staff, teachers and students about the role, meaning and importance of culture education activities; preserving and promoting the values of ethnic minorities identity, innovating the method content of organizing activities of Information, Education and Communication about ethnic minorities, preserving and promoting the values of ethnic minorities identity and ensuring the facilities and finance conditions for this activity, each school needs to focus on building the school tradition and promoting the participation of social forces in Information, Education and Communication about culture, specifically as follows:

- Building a pedagogical community with a cultural tradition, responsible for preserving and developing the value of ethnic minorities identity is responsible for the Information, Education and Communication about traditional culture for ethnic minority students.

- Linking and coordinating with specialized agencies such as Department of Culture, Sports and Tourism, Provincial Committee for Ethnic Minorities, Division of Culture and Information of the district, District Division of Ethnic Minorities, organizations and individuals to coordinate the organization of information, education and communication activities on the value of cultural identity for ethnic minority students.

- Implement well the mobilization of community participation in Information, Education and Communication activities on the value of cultural identity through inviting local intellectuals, artisans, village elders and village leaders, prestigious people in the community participate in Information, Education and Communication activities on preserving and promoting the values of cultural identity, teaching traditional culture to ethnic minority students of the school.

Building cultural lifestyle in ethnic minority boarding general schools and ethnic minority semi-boarding general schools according to the beauty and customs of ethnic minorities (costumes, communication, behave...). Building traditional

rooms of schools and cultural libraries to display, store and promote products and values of ethnic minorities culture identity collected or created by ethnic minorities students, meeting the needs of long-term use and timeliness of Information, Education and Communication activities on conservation and promotion of ethnic cultural identity values. Information, Education and Communication on the preservation and promotion of traditional culture values for ethnic minority students is a specific and important task in the schools of education and training. Effective implementation of Information, Education and Communication activities on the preservation and promotion of cultural values will make an important contribution to the education of ethnic minority students to develop into a comprehensive person. Thus, the schools of education and training, the education and training should pay attention to the renovation of management, the renewal of the methods and forms of organizing information, education and communication activities on the preservation and promotion of the values of ethnic cultural identity. Through ethnic minorities languages and develop the Information, Education and Communication Model on the preservation and promotion of ethnic minorities identity values through the language of ethnic minorities in order to attract a lot of people and ethnic minorities students participate.

- With the meaning of preserving and promoting the cultural identity of ethnic minorities and educating students with a sense of respect for traditional cultural values of ethnic minority communities; enhance activities of practical experience and cultural experience; to build a model of "Multiculturalism school associated with ethnic minorities communities", the ethnic minority boarding general schools and the ethnic minority semi-boarding general schools to organize the Cultural - Sports Festival of ethnic minorities in the region with many new and bright points. create and have the participation of all the schools of education and training in the provinces.

- Good spoken, written and cultural traditions of ethnic minorities are included in the curriculum of boarding general schools for ethnic minority pupils, ethnic minority semi-boarding schools in accordance with each ethnic minorities region.

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XÂY DỰNG MÔ HÌNH THÔNG TIN GIÁO DỤC VÀ TRUYỀN THÔNG HIỆU QUẢ TRONG VIỆC BẢO TỒN VÀ PHÁT HUY GIÁ TRỊ BẢN SẮC VĂN HÓA CÁC DÂN TỘC THIỂU SỐ TRONG CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ, PHỔ THÔNG DÂN TỘC BÁN TRÚ VÀ CỘNG ĐỒNG ĐỊA PHƯƠNG QUA NGÔN NGỮ CÁC DÂN TỘC THIỂU SỐ.

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Tóm tắt: Văn hóa truyền thống các dân tộc thiểu số (DTTS) là những giá trị vật chất, tinh thần được tích tụ, gìn giữ trong toàn bộ quá trình lịch sử phát triển các DTTS. Trong dòng chảy văn hóa chung đó, mỗi dân tộc thiểu số ở nước ta đều có những nét riêng trong văn hóa truyền thống. Bản sắc ấy được thể hiện trước nhất là ở ngôn ngữ. Ngôn ngữ là thành tố quan trọng làm nên nét đặc trưng riêng của dân tộc, vì vậy, mất ngôn ngữ là mất đi một tài sản lớn, từ đó kéo theo sự mai một của văn học nghệ thuật, tôn giáo tín ngưỡng, phong tục tập quán, luật tục.

Do đó, trong bối cảnh cuộc sống hiện đại, việc giữ gìn, phát huy bản sắc văn hóa, ngôn ngữ của đồng bào các dân tộc thiểu số là nhiệm vụ cấp thiết. Trong đó, đặc biệt chú ý đến phương pháp bảo tồn văn hóa thông qua xây dựng mô hình thông tin, giáo dục, truyền thông bằng ngôn ngữ dân tộc trong các trường học và cộng đồng.

Từ khóa: Mô hình thông tin; Giáo dục và truyền thông; Bảo tồn và phát huy giá trị bản sắc văn hóa các dân tộc; Ngôn ngữ các dân tộc; Trường Phổ thông dân tộc nội trú, phổ thông dân tộc bán trú.