

The Dilemma and Way Out of the Education of Casting Chinese National Community Consciousness in Colleges and Universities from the Perspective of Collaboration of Multiple Subjects

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Abstract: The theory of synergy of multiple subjects emphasizes the analysis of the relationship between various types of educational subjects from the perspective of wholeness, with a view to realizing the construction of the linkage and cooperation mechanism between the subjects. Analyzing the current situation of the education of casting Chinese national community consciousness in colleges and universities from the perspective of multi-subject synergy, it is found that the education of casting Chinese national community consciousness in colleges and universities is facing the challenges of subject dilemma, cooperation dilemma, management dilemma and so on. Colleges and universities should enhance the role of multiple subjects, strengthen the synergy between multiple subjects, and standardize the management organization of the synergy of multiple subjects, with a view to opening up the educational subjects of casting a firm sense of the Chinese national community in colleges and universities, and constructing and perfecting the synergy mechanism between the subjects, so as to continuously improve the level of education for building a firm sense of the Chinese national community.

Keywords: Multi-subject Synergy; Chinese National Community Consciousness; Higher Education.

1. Introduction

Casting a firm sense of the Chinese national community is the main line of the Party's national work in the new era. Colleges and universities shoulder the major mission of educating people for the Party and educating talents for the country, and are an important position to carry out the education of casting a firm sense of the Chinese national community. The theory of synergy of multiple subjects emphasizes the analysis of the relationship between various educational subjects from the perspective of wholeness in order to realize the construction of the linkage and cooperation mechanism between the subjects, which is of great significance in opening up the educational subjects within the colleges and universities, constructing and perfecting the synergy mechanism between the subjects, and further promoting the research on education for casting a firm sense of the Chinese national community.

2. The Theory of the Synergy of Multiple Subjects and the Education of Colleges and Universities in Forging a Strong Sense of the Chinese National Community

2.1. Theoretical Compatibility of Multi-subject Synergy and Education for Casting Chinese National Community Consciousness in Colleges and Universities

The concept of "synergy" in the idea of synergy of multiple subjects originated from the synergy theory put forward by Haken, a German physicist in the field of system science in the 1970s, and was firstly applied to the field of social public

management in the 1980s by the western countries in order to solve the problem of "government failure" and "market failure" [1]. "Market failure" problem and the first to be applied to the field of social public management [1]. From the perspective of the synergy of multiple subjects to study the university casting Chinese national community consciousness education in the collaboration of the main body, educational objectives, educational mechanism construction and other aspects have a realistic fit.

First, the education of Chinese national community consciousness in colleges and universities involves multiple subjects, including teachers of Civics and Political Science courses, student work departments, students and other multiple responsible subjects. Among them, the teachers of Civics and Political Science are the core force of the education of Chinese national community consciousness in colleges and universities, the student work department plays a leading role, and the students are the other main body of the educational activities.

Secondly, in the educational activities of universities to forge a strong sense of the Chinese national community, each subject has a unified goal. Multi-subject synergy requires that all subjects have clear powers and responsibilities in the education process, coupled with linkage, and synergistically promote the smooth development of the education process, so that the education targets can externalize and internalize the education content related to the consciousness of the Chinese national community, and ensure that the education goal is reached smoothly. Thirdly, in the practice of education for forging a strong sense of the Chinese national community in colleges and universities, "all the main bodies, based on the educational goal of promoting moral education and the value orientation of forging a strong sense of the Chinese national community, cohesion of the educational consensus, the construction of a multifaceted collaborative mechanism, and

the joint contribution to the development of education for forging a strong sense of commonality among the Chinese nation." [2]

2.2. Identification of the Main Body of Education for Casting Chinese National Community Consciousness in Colleges and Universities

First, the teachers of the Civics and Political Science class. Teachers of Civic and Political Science are the main body of Civic and Political Science teaching, as well as the direct participants and core force of education on the consciousness of the Chinese national community in colleges and universities. Civics class is the main channel for universities to directly carry out the education of casting the Chinese national community consciousness, and teachers of the Civics class can directly influence the effect of the education of casting the Chinese national community consciousness in the Civics classroom by teaching the content of casting the Chinese national community consciousness education, choosing the education method, and grasping the education process. Therefore, to play the basic role of Civics teachers in the education of Chinese national community consciousness in colleges and universities can better promote the development of education activities of Chinese national community consciousness in colleges and universities.

Second, the Department of Student Work. The Department of Student Work integrates the functions of student education, service and management, and is a comprehensive department that carries out the comprehensive training of students. Counselors of the Department of Student Work are an important group of people who communicate with students in college life and are responsible for the management of all aspects of students' daily life and the planning and shaping of students' thoughts and behaviors. In the process of education of the Chinese national community consciousness in colleges and universities, the student work department needs to take due responsibility, and promote the deepening of students' understanding of the Chinese national community consciousness outside the classroom by using practical activities, new media publicity and other forms.

Third, students. As the object of education, students are the bearers of the educational activities of the university to forge a strong sense of Chinese national community, and the circle relationship and peer relationship within the students profoundly affect the smooth progress of the systematic project of the education of the university to forge a strong sense of Chinese national community. Playing the role of students' subjectivity is the proper meaning of the educational activities of universities to forge a strong sense of Chinese national community, which requires giving full play to the role of the student body, in the traditional classroom teachers to use a variety of forms to enhance the students' sense of participation and sense of immersion, and in the campus life of the student management personnel will be integrated into the educational content of the activities of the students, to form a spontaneous dissemination of the educational content among the students.

3. Difficulties in Education for Forging a Strong Sense of Community among the Chinese Nation in Higher Educational Institutions

3.1. The Main Dilemma: The Extent to Which the Role of Synergistic Agents must be Strengthened

In the educational practice of forging a strong sense of the Chinese national community, the role of each synergistic subject has not yet been brought into full play. First, the teaching concepts and teaching methods of teachers of Civics and Political Science need to be urgently upgraded. At present, many teachers of the Civic and Political Science class only take the transmission of knowledge as the absolute focus, neglecting the transformation of students' emotion, will and behavior. Under the influence of this teaching philosophy, for the choice of teaching methods, there is still a prevalence of traditional classroom teachers as the absolute dominant, students as the absolute subordinate situation, the teacher's unilateral teaching of knowledge is still the most important way of the Civics classroom in colleges and universities, which affects the students to fully understand the process of knowledge connotation at the level of emotion and will.

Secondly, the workforce of the Student Affairs Department for education in the sense of forging a strong sense of community among the Chinese nation needs to be further developed. First, some colleges and universities have yet to set up full-time counselors specifically responsible for or engaged in ethnic work, thus affecting the development of education in the sense of forging a strong sense of community among the Chinese nation. Secondly, some cadres and teachers in charge of ethnic work do not have a good understanding of the regularity, specificity and complexity of ethnic work, and think that "education for forging a strong sense of the Chinese national community is just an ordinary student's work" [3]. Once again, when guiding and educating students, some counselors do not use appropriate communication skills, and the way and method are too simple and rough, which is easy to cause students' reverse psychology.

Third, there is a lack of student engagement. On the one hand, the breadth of student participation is insufficient. At present, the participants of the activities related to forging a strong sense of Chinese national community are mostly from the minority student groups, and the majority of Han students rarely pay attention to and directly participate in the ethnic associations and ethnic activities in their daily study and life, in addition to accepting the relevant contents in the Civic and Political Classroom. On the other hand, the depth of students' participation is insufficient. For the national community preaching, national day and other campus activities, due to the form of activities and other factors, most students only as a bystander to see just things, shallow participation in the educational effect is not satisfactory, under the influence of this situation, campus ethnic activities often become a minority of the "one-act play".

3.2. Cooperation Dilemma: Synergies to be Enhanced

According to the current educational status of the Chinese national community consciousness in colleges and universities, although the educational system of the Chinese

national community consciousness with multiple subjects as the basic form has been formed initially, in the process of practice, it is faced with many challenges of cooperation, weakening the synergistic educational synergy. First, the sense of cooperation among multiple subjects is weak. The cooperative consciousness among multiple subjects is the primary factor affecting the synergy. At present, in the education process of casting a firm sense of the Chinese national community in colleges and universities, the sense of cooperation between the subjects is thin. Teachers of Civics and Political Science focus on teaching book knowledge in accordance with the requirements of the curriculum, do not care about the specific work content and work situation of the student work department, and do not understand the activities and achievements of student groups in the process of forging a strong sense of the Chinese national community; the student work department is not clear about the curriculum arrangement of the teachers of Civics and Political Science in the process of forging a strong sense of the Chinese national community and is therefore not clear about the level of students' mastery of the relevant knowledge; the students' groups have a weak sense of cooperation in forging a strong sense of the Chinese national community. The activities organized by student groups in the course of forging a strong sense of Chinese national community are not closely integrated with the education of the Civic and Political Science Classes and the Student Affairs Department, so that the high entertainment nature of the activities overshadows the potential educational nature and weakens the effectiveness of the education. [4]

Secondly, the resources among multiple subjects are underutilized. The thin sense of cooperation among multiple subjects leads to the duplication of the educational process and the waste of educational resources. In the education process of forging a strong sense of the Chinese national community, the specific process arrangements in the Civic and Political Classroom, the ideological work of the Academic Affairs Department and student activities are not unrelated, but have a great deal of overlap. The situation of casting the Chinese national community education of each main body of the tripartite for the formation of the situation currently prevails in the internal colleges and universities. Teachers of ideology and politics are far away from the management of students' lives, and the form and content of classroom practice cannot be well integrated with students' campus life; the Ministry of Academic and Industrial Affairs always repeats the basic knowledge that has been taught in the ideology and education activities of the ideology and politics class; and the student body has a weak presence in the whole education process.

Thirdly, there is an uneven distribution of responsibilities among the multiple actors. Responsibility is closely linked to the evaluation mechanism of educational effectiveness. At present, the assessment pressure on the effectiveness of education for forging a strong sense of Chinese national community in colleges and universities is mainly concentrated on the student work department. As the student work department is responsible for the guidance, correction and management of students' thinking and behavior, ethnic work is an important part of its work assessment. Civic and political science teachers who are responsible for teaching knowledge and student groups who are the planners of college campus activities do not have hard assessment requirements in the process of education for forging a strong sense of the

Chinese national community, and thus bear relatively little responsibility for education. However, in terms of the requirements of all-member, all-encompassing and all-round education, other educational subjects should also bear corresponding responsibilities, and their responsibilities should be implemented into the actual assessment content, so as to stimulate the enthusiasm of each educational subject and motivate the synergy between multiple subjects.

3.3. Management Dilemma: Management Mechanisms are Yet to be Improved

The synergistic mechanism affects the operation of the synergistic process of multiple subjects, and the imperfection of the synergistic mechanism is the direct reason why the synergistic force cannot be formed among multiple subjects. At present, the synergistic mechanism of education for casting Chinese national community consciousness in China's colleges and universities mainly has the following two deficiencies: first, the management organization is not sound. At present, there are problems such as unclear leading departments and lack of specialized organizations in the collaborative education of Chinese national community consciousness in colleges and universities in China. Although departments and leading cadres in charge of ethnic work have been set up in colleges and universities, they are not able to effectively coordinate the tripartite subjects of the education of Chinese national community consciousness. The lack of a sound management organization has led to the singularity and spontaneity of cooperation among multiple subjects, making it possible for teachers of Civic and Political Studies, counselors, and students to cooperate with the other two parties only through their own channels in terms of educational content, educational methods, and teaching arrangements, which has greatly constrained the effectiveness of collaborative education among multiple subjects.

Secondly, the management system is not perfect. At present, because of the lack of management system, the synergistic cooperation among the three subjects is highly spontaneous. On the one hand, because the teaching management and student work belong to two systems, which makes the communication between the teachers of the Civic and Political Science course and the student work department difficult, and because there is no effective communication mechanism in the education of casting a firm sense of the Chinese national community, which makes the teachers of the Civic and Political Science course and the student work department lack of cooperation and communication in the process of the real education [5]. On the other hand, although there are student cadres as a bridge, because of the lack of feedback channels, the opinions of ordinary students on the education of casting a firm sense of the Chinese national community are often not well fed back to the teachers of the Civic and Political Science Course and the Department of Student Affairs, resulting in the lack of communication between the education target and the educator.

4. Paths for Improving the Level of Education for Forging a Strong Sense of Community Among the Chinese Nation in Higher Education Institutions

4.1. Enhancement of the Role of Pluralistic Subjects

The full play of the role of each subject is the prerequisite and foundation for the improvement of the educational level of casting the consciousness of the Chinese national community in colleges and universities. First, the teachers of the Civics and Political Science course should constantly adapt to the needs of the times and the needs of the students, update their teaching concepts and reform their teaching methods. The education of Chinese national community consciousness requires students not only to understand the relevant basic knowledge, but more importantly, to achieve emotional and ideological level of identity, and ultimately complete the unity of "knowledge, emotion, intention and action". Therefore, teachers of Civics and Political Science should abandon the traditional teaching method of "flooding", and give full play to the role of students' subjectivity in the classroom by utilizing flipped classroom, teacher-student interaction, activity design and other teaching forms.

Secondly, student work departments should continuously strengthen the construction of relevant work teams. First of all, colleges and universities should pay attention to the importance of the education of casting a firm sense of the Chinese national community, set up special cadres and counselors in charge of ethnic work, and ensure the quality and level of education of casting a firm sense of the Chinese national community in the form of special personnel and special work. Secondly, the counselor team should constantly improve their knowledge and comprehensive ability in ethnic work, and solidify the theoretical knowledge related to the forging of a strong sense of the Chinese national community. Thirdly, in the process of educating for a firm sense of the Chinese national community, the work team should improve their communication ability and guidance skills, and apply appropriate and reasonable methods to carry out their work.

Thirdly, students should participate fully in the education of a strong sense of Chinese national community in their campus life. First, student groups should play a mobilizing role in designing and publicizing a variety of campus activities centred on forging a strong sense of Chinese national community, so as to attract the participation of both Han and ethnic minority students. Secondly, the class committee of each administrative class in the university should actively cooperate with the ethnic work of the Department of Academic Affairs, and regularly conduct class group study on the theme of "forging a strong sense of Chinese national community", so as to implement relevant educational and practical activities to each student. Again, student leaders should take the lead, become communicators and practitioners of the sense of community of the Chinese nation, and make use of peer relations to infect and influence the students around them.

4.2. Enhancement of Synergies between Multiple Actors

Enhancing the synergy between multiple subjects is the core of enhancing the level of education for forging a strong

sense of the Chinese national community in colleges and universities. For this reason, college and university administrators have to comply with the essence of the law of collaborative management, and establish and improve the collaborative mechanism of "interoperability of information, interconnectedness of business, and mutual response to needs". To this end, college administrators should comply with the essential law of collaborative management, establish and improve the collaborative mechanism of "information interoperability, business interconnection, and mutual response to needs", to ensure that the collaborative work between multiple subjects is carried out smoothly and to enhance the synergy. First, establish an information exchange mechanism for information sharing. Information interoperability is the first step in the synergy of multiple subjects, and an effective information exchange mechanism is the guarantee of information interoperability. First of all, colleges and universities should set up a special group to ensure the smooth exchange of information between the teachers of the ideology and politics class and the counselor group of the academic department by organizing exchanges and symposiums, to promote the two sides in the casting of the sense of community of the Chinese nation in the education of the two sides, share the situation of the students, and exchange experiences and insights. Secondly, the relevant departments should smooth the feedback channels of students' opinions, regularly use questionnaires, interviews and other forms to collect students' views, to ensure that students' suggestions and opinions can be fed back to the teachers' workforce in a timely manner, and to form a benign interaction between teachers and students.

Secondly, the establishment of a working cooperation mechanism for operational interconnection. Operational interconnection is the key to effective collaboration among multiple subjects, including interconnection of work goals and interconnection of work processes. First of all, each educational subject should unify the objectives of the school year around the education of forging a strong sense of the Chinese national community, and on the basis of the overall objectives, divide the different phases into semester plans and set up sub-objectives for each phase, so as to ensure that all parties are guided by the unified objectives in setting educational plans. In addition, in the process of educating for a strong sense of community among the Chinese nation, the multiple subjects should work closely with each other, keeping abreast of the progress and arrangements of the work of other parties through an information exchange mechanism, and using this as a basis for collaboration and cooperation to jointly promote the synergistic implementation of education for a strong sense of community among the Chinese nation at different levels and in different aspects.

Third, the establishment of a resource-sharing mechanism that responds to each other's needs. Mutual response to demand refers to the sharing and complementary educational resources among the various subjects of education for forging a strong sense of community among the Chinese nation, and is a guarantee of the practical realization of the synergy of multiple subjects. In reality, due to the different aspects of focus, each subject of education holds different educational resources. Teachers of Civics and Political Science should take advantage of their knowledge reserves to provide intellectual support and theoretical guidance for the educational activities of other subjects; counselors should be close enough to students' lives to grasp their situation and

become a bridge connecting the theory of Civics and Political Science, the leading cadres of the Department of Academic and Industrial Affairs, and students; and students' groups should go deep into students' interiors to play and strengthen their organizational roles and make contributions to the education of casting a firm sense of the Chinese national community in colleges and universities from bottom to top.

4.3. Regulate the Management Organization of the Synergy of Multiple Subjects

Regulating the management organization of the synergy of multiple subjects is a guarantee for improving the level of education in casting the consciousness of the Chinese national community in colleges and universities. First, the establishment of an independent management department for the synergy of multiple subjects. Colleges and universities should set up a multivariate synergistic management department for the education of casting a firm sense of the Chinese national community, break the departmental division confined to the Ministry of Academic Affairs and the Ministry of Academic Engineering with an isolated mindset, break the traditional decentralized management of each educational subject, and focus on the staged goals of the education of casting a firm sense of the Chinese national community and adopt various forms of linking the multivariate subjects in the form of reports, meetings and feedback to form the education of casting a firm sense of the Chinese national community. Community.

Secondly, strengthening the construction of the multi-principal cooperative management system. Colleges and universities should formulate and improve the cooperative management system of multiple subjects in the education of casting a firm sense of the Chinese national community, set up a clear educational task and assessment and evaluation system, clarify the functions, rights and responsibilities of the multiple subjects, and set up an educational effect assessment team to carry out educational quality evaluation in semesters to help colleges and universities to cast a firm sense of the

Chinese national community and continuously improve the quality of education.

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