

Exploration of the Realistic Dilemmas and Improvement Paths in Cultivating College Students' Awareness of the Chinese National Community in the New Era

Yangfei Xu

Sichuan Normal University, Chengdu, Sichuan, 610066, China

Abstract: In the context of the new era, the cultivation of college students' awareness of the Chinese national community faces multiple challenges, including the fragmentation of historical narratives, the disconnection between educational practice, and the weakening of value identification. This paper deconstructs the theoretical core of the awareness of the Chinese national community from the triple dimensions of political identity, cultural ties, and historical memory. It systematically analyzes the practical dilemmas existing in cultivating college students' awareness of the Chinese national community and proposes the establishment of a trinitarian cultivation system of "curriculum reconstruction - practical innovation - institutional coordination." Through interdisciplinary integration, embodied practice, and the reform of evaluation mechanisms, this system promotes the transformation of college students' awareness of the Chinese national community from superficial cognition to deep value internalization. It provides a theoretical paradigm and practical reference for universities to advance the solidification of the college students' awareness of the Chinese national community.

Keywords: College Students; Awareness of the Chinese National Community; Practical Dilemmas; Improvement Paths.

1. Introduction

In the contemporary context of global cultural blending and value collisions, the construction of ethnic identity among college students faces unprecedented complexity. As the mainstay of national construction in the future, the quality of cultivating college students' awareness of the Chinese national community directly impacts the overall strategic landscape of national rejuvenation. In the current educational practice of cultivating college students' awareness of the Chinese national community, deep-seated contradictions such as the instrumentalization of historical narratives, superficial cultural dissemination, and monotonous educational methods are prevalent, urgently requiring breakthroughs from traditional path dependencies through systematic reforms. Based on the laws governing the ideological and political education of college students, this paper focuses on replicable and scalable common solutions, exploring innovative approaches to cultivating college students' awareness of the Chinese national community in the new era.

2. The Theoretical Core of the Awareness of the Chinese National Community

2.1. Political Community: The Modern Construction of National Identity

The awareness of the Chinese national community essentially represents a rational identification with the political system of a multi-ethnic country under the leadership of the Communist Party of China. This identification transcends the physical boundaries of blood, geography, and ethnicity, formed through the historical practice of various ethnic groups jointly resisting foreign aggression and pursuing liberation since modern times. It manifests as a

political consciousness to uphold national sovereignty and oppose separatist forces, representing the product of the sinicization of Marxist ethnic theory in modern times. From the paradigm of ethnic unity exemplified by the "Alliance at Yi Sea" during the Long March of the Red Army to the preliminary exploration of ethnic regional autonomy during the Yan'an period, the genes of unity and struggle contained within red culture provide vivid resources for political identification in fostering the awareness of the Chinese national community.

2.2. Cultural Community: Intergenerational Transmission of Spiritual Genes

Over the course of five thousand years of civilizational evolution, various ethnic groups have formed a shared system of cultural symbols and values through continuous interaction. From the unity of language and writing to the shared nature of festive ceremonies, and from the philosophical wisdom of "harmony without uniformity" to the ethical tradition of "the homology of family and nation," these cultural genes constitute the spiritual lifeblood of the community, providing deep cultural psychological support for ethnic identity.

2.3. A Community of Shared Future for Mankind: The Practical Logic of Intertwined Interests

The awareness of the Chinese national community is not an abstract value proposition but is rooted in the practical interests connected in areas such as economic collaboration, joint ecological protection, and cultural mutual learning. This material foundation enables the awareness of the Chinese national community to transcend the level of emotional mobilization, forming a fate-sharing connection of "when one prospers, all prosper; when one suffers, all suffer." providing enduring momentum for identity construction.

3. Realistic Dilemmas Faced in Cultivating College Students' Awareness of the Chinese National Community

3.1. The Deconstruction Crisis of Historical Narratives

(1) Fragmentation of Linear Historiographical Views

The deconstruction of grand narratives by postmodernism has led historical education into a relativist dilemma. Some educators simplify "ethnic fusion" as a technical analysis of ruling strategies, neglecting its civilizational significance in promoting technological dissemination and cultural blending, resulting in an instrumental tendency in historical cognition.

(2) Symbolization of Cultural Memory

Ethnic cultures encounter the separation of signifier and signified during transmission. Traditional symbols are stripped from their historical contexts and reduced to cultural fast-moving consumer goods in the consumer era. This hollowed-out dissemination dissolves the value implications behind the symbols, causing cultural identity to remain at a superficial level.

3.2. The Paradigm Dilemma of Educational Practice

(1) Fragmentation of Curriculum Systems

Ideological and political courses tend to emphasize abstract interpretations of political discourse, lacking in-depth exploration of cases of ethnic collaboration in micro-historical scenarios. Meanwhile, specialized courses generally exhibit a tendency towards "decontextualization," failing to interpret disciplinary knowledge within the macro perspective of building the Chinese national community, leading to fragmentation in cognitive structures.

(2) Detachment in Practical Education

Existing practical models mostly remain at the level of superficial interactions such as cultural performances and skill experiences. Participants struggle to perceive the historical generative logic of the awareness of the Chinese national community through physical practice, creating a paradox of "physical presence" with "spiritual absence."

3.3. Identity Challenges in the Online Ecosystem

(1) Cognitive Biases from Fragmented Dissemination

New media platforms reinforce stereotypes through algorithmic recommendations, simplifying complex ethnic issues into sensational narratives, causing audiences to form one-sided cognitive frameworks and weakening holistic understanding of the awareness of the Chinese national community.

(2) The Value Dilution within Sub - cultural Circles

Online communities excessively pursue visual representation and entertainment effects in the dissemination of traditional culture, alienating cultural identity into aesthetic consumption behavior, thereby diluting the value seriousness of the awareness of the Chinese national community.

4. Improvement Paths in Cultivating College Students' Awareness of the Chinese National Community in the New Era

4.1. Reconstruction of Curriculum Systems: From Knowledge Transmission to Value Creation

(1) Establishing an Interdisciplinary Course Matrix

Explore and develop core general education courses such as "The History of the Integration of Chinese Civilization" integrating multidisciplinary perspectives from history, anthropology, and arts to systematically explain the historical logic and practical value of "pluralistic unity". Thoroughly implement "ideological and political education within courses," requiring science and engineering majors to explore elements of the Chinese national community in the history of disciplinary development. For example, mechanical engineering courses could analyze the integration of multi-ethnic wisdom in the improvement of traditional agricultural tools, while ecology courses could discuss the concept of sustainable development in nomadic culture.

(2) Innovating Educational Teaching Methods

Implement the "Problem Chain Teaching Method," designing stepped discussion topics centered around core questions such as "How to understand the historical inevitability of the Chinese national community," guiding college students from historical fact cognition to value judgment. Adopt "Life Narrative Teaching," establishing connections between individual experience and grand narratives through activities such as oral history collection and family memory organization, enhancing engagement in historical education.

4.2. Innovation in Practical Models: From Formal Participation to Meaning Construction

(1) Building an Embodied Practice System

Establish practice bases for the inheritance of ethnic skills, allowing college students to comprehend the historical logic of "all ethnic groups co-creating civilization" through embodied practices such as traditional handicraft production and participation in festive ceremonies. Design themed study tours of "Retracing the Path of Civilization," combining historical scene restoration and role-playing to enable college students to understand the significance of the Chinese national community in cross-regional collaboration through immersive experiences.

(2) Erecting a Speculative Education Platform

Open a "Ethnic Affairs Simulated Council Chamber" organizing multi-role negotiation debates around practical issues such as intangible cultural heritage protection and language policies, fostering rational identity formation among college students amidst value conflicts. Host "Historical Mirror Workshops," guiding college students to engage in critical discussions based on historical materials on historical propositions such as borderland governance and cultural integration, constructing dialectical cognitive frameworks.

4.3. Improvement of Institutional Support: From Fragmented Advancement to Systematic Collaboration

(1) Perfecting the Mechanism for Collaborative Teacher Training

Implement a "Dual Mentor System," inviting inheritors of intangible cultural heritage and grassroots workers from ethnic regions to serve as practical mentors, working alongside university teachers to jointly develop teaching case databases. Establish a "Field Study and Research System," incorporating field research in ethnic regions into the continuing education system for teachers, promoting deep integration between theoretical teaching and practical experience.

(2) Constructing a Three-Dimensional Evaluation System

A scientific evaluation mechanism is the core guarantee for assessing the effectiveness of cultivation. It is necessary to break through the limitations of traditional quantitative assessment, adopting a combination of process evaluation and summative evaluation to establish a three-dimensional evaluation system encompassing cognitive depth, emotional identification, and behavioral performance. Among them, the dimension of cognitive depth focuses on examining the extent to which college students understand the theoretical connotation, historical logic, and practical significance of the Chinese national community, which can be evaluated through academic paper writing, performance in themed debates, and other means to assess their theoretical mastery and critical thinking skills; the dimension of emotional identification emphasizes detecting the degree of cultural resonance and value internalization, using methods such as practical log analysis and in-depth interview record analysis to track college students' emotional investment and attitude changes during ethnic cultural experiences and historical event discussions; the dimension of behavioral performance focuses on social practice participation and innovative contribution value, comprehensively measuring college students' ability to transform awareness of the Chinese national community into practical actions through project outcome evaluation, practical report defenses, peer and teacher evaluations, and other methods.

(3) Implementing the Campus Culture Immersion Project

Create a "Cultural Symbiosis Space," incorporating elements of multi-ethnic integration into campus architecture and landscape design, constructing open cultural corridors and shared learning spaces. Cultivate an academic community culture, supporting interdisciplinary research teams to focus on core issues such as the history of ethnic exchanges and integration and the generation mechanism of awareness of the Chinese national community to carry out research breakthroughs.

5. Conclusion

The cultivation of college students' awareness of the Chinese national community requires the realization of three paradigm shifts: at the cognitive level, it is necessary to break through the instrumental view of history and construct an identification framework that combines historical depth and a civilized perspective; at the practical level, it is essential to transcend formal participation and create embodied and speculative educational scenarios; at the institutional level, it is crucial to improve collaborative mechanisms and form a benign interaction among curricula, practices, and evaluations. Additionally, further attention should be paid to the influence mechanism of intergenerational cognitive differences on cultivation effectiveness, as well as the dynamic adjustment patterns of the awareness of the Chinese national community in the process of globalization, in order to continuously enhance the timeliness and practical effectiveness of the cultivation system.

Acknowledgments

[Fund Support] This research is supported by the 2024 project of the Research Center for Cultural Innovation of the United Front in the New Era of Chengdu Philosophy and Social Science Research Center, titled "Research on the Current Situation and Improvement Paths in Cultivating College Students' Awareness of the Chinese National Community in the New Era" (NO:TZWC202415); and the 2024 key research project of the Leshan Red Culture Research Institute, a key research base of Leshan philosophy and social sciences, titled "Research on General Secretary Xi Jinping's Important Discussions on Red Culture" (NO:LS2024A01).

References

- [1] Fei Xiaotong. The pluralistic unity pattern of the Chinese Nation [M]. Beijing: Central University for Nationalities Press, 2018.
- [2] Wang Ke. From "the Universe" to "the State": Ethnic Identity and Political Construction [M]. Shanghai: Shanghai People's Publishing House, 2020.
- [3] Zhou Ping. The Construction of the Chinese National Community from the Perspective of National Governance [J]. Studies in Politics, 2021(4).
- [4] Ma Rong. Introduction to Ethnic Sociology [M]. Beijing: Peking University Press, 2021.
- [5] Notice of the Ministry of Education and Three Other Departments on Printing and Distributing the "Guiding Outline for Deepening Ethnic Unity and Progress Education in Schools in the New Era" [OL]. http://www.moe.gov.cn/srcsite/A09/s3081/202205/t20220517_628242.html, 2021-4-9.
- [6] Wang Hui. The Birth of the Century: The Historical Position of China in the 20th Century [J]. Open Times, 2023(2).