

Strengthen the Learning of the History of the Party, New China, the Reform and Opening-up, and Socialist Development Across Universities in Yunnan to Firmly Establish a Consciousness of the Chinese Nation Community

Yu Liu

Qujing Normal University, Yunnan Qujing 655000

Abstract: This thesis explores integrating the consciousness of the Chinese nation community into the “four histories” to firmly establish a sense of Chinese national community. The two are complementary and mutually reinforcing. The thesis first outlines the importance and implementation strategies of three dimensions of in forging a sense of Chinese national community. What’s more, it analyzes the core role of universities in Yunnan ethnic groups in the formation of national community consciousness, as well as the current social environment changes and specific challenges faced by universities in Yunnan. Finally, the thesis puts forward a series of countermeasures and suggestions aiming at promoting the propaganda and education of Chinese national community consciousness integrating into “Four histories” by strengthening teacher training, developing appropriate educational materials and courses, and closely cooperating with local governments and communities by modern information technology, so as to promote national unity and social harmony.

Keywords: Universities in Yunnan; Party history; New Chinese history; Reform and opening up; Socialist development; Social consciousness of the Chinese nation

Fund Project:

This thesis is the phased achievement of the science and research fund project of Qujing Normal University in 2021. “Four Histories” education in universities in Yunnan ethnic minority areas from the perspective of the consciousness of the Chinese Nation Community (No.:2021ZX003).

Introduction:

In the context of a multi-ethnic country, it is of vital significance to forge a sense of the Chinese nation community for maintaining national unity and national harmony. As an important place for knowledge inheritance and value shaping, universities shoulder the mission of cultivating talents with national community consciousness. Yunnan, as a typical area where many ethnic groups live together in China, its universities play an irreplaceable role in promoting the formation and development of ethnic community consciousness. Taking Yunnan universities as an example, this thesis systematically analyzes the practice and challenges of the three dimensions of the diversification of educational content, the innovation of educational methods and the deepening of social practice in firmly building the Chinese national community consciousness and “Four Histories” and puts forward corresponding countermeasures and suggestions in order to provide reference and reference for universities in other multi-ethnic areas. Through the case analysis of Yunnan universities, this thesis aims to reveal how universities can effectively cultivate and strengthen students’ national community consciousness through educational innovation and social practice under the background of globalization and information age. It is expected to provide useful ideas and methods for universities to better fulfill their social responsibilities and promote national unity and social harmony under the new situation.

1. Overview of the theory of three dimensions

1.1 Dimension 1: Diversification of Educational Content

The diversification of educational content is the key to forging a sense of community of the Chinese nation. In Yunnan, where many ethnic groups live together, it is particularly important to diversify the content of higher education. This includes not only an in-depth introduction to the cultures of various ethnic groups, but also the learning of the history of the Party, the history of New China, the history of reform and opening up and the history of socialist development (hereinafter referred to as the “four histories”). Moreover, the popularization of the national common language, as well as the education of national laws and regulations and socialist core values. universities should offer rich national culture courses, such as national history, national art, national language, etc., so that students can understand and respect the cultural traditions and values of different nationalities. Through interdisciplinary curriculum design, ethnology, sociology, anthropology and other disciplines are integrated into the educational content to help students fully understand ethnic diversity and cultural differences. Universities should also strengthen the education of the national common language to ensure that all students can master and use the national common language proficiently, and promote communication and understanding between different ethnic groups. Universities should also pay attention to cultivating students’ legal awareness and civic awareness. Through legal education courses, students can understand the laws and regulations of the country and strengthen the concept of the rule of law. Through the diversification of educational content, Universities in Yunnan can provide students with a comprehensive and diverse learning environment and help them establish a sense of identity and belonging to the Chinese nation community.

1.2 Dimension 2: Innovation of Educational Methods

The innovation of educational methods plays an important role in improving educational effects and stimulating students’ interest in learning ^[1]. In order to meet the needs of students of different nationalities, universities in Yunnan should actively explore and innovate their educational methods. It will organically integrate the consciousness of building a solid Chinese nation community with the study and education of the “Four History”. Universities should make full use of information technology to carry out blended teaching combining online and offline. Through the network platform, it provides rich learning resources and online tutoring, so that students can learn anytime, anywhere. Through virtual reality (VR), augmented reality (AR) and other technologies, an immersive learning environment is created to improve students’ learning experience. Universities can adopt interactive teaching methods such as case teaching, group discussion, and role-playing, so that students can learn knowledge through participation and experience, and improve their initiative and creativity in learning. Through these innovative education methods, universities in Yunnan can integrate the consciousness of establishing a firm Chinese nation community with the education of “Four Histories” in content.

1.3 Dimension 3: Deepening of Social Practice

Social practice is an important way to deepen students’ understanding of the consciousness of national community and also an important opportunity to apply the learning content of “Four Histories” to real life. Universities should strengthen social practice education, so that students can learn and experience through actual participation ^[2]. Universities can cooperate with local governments, communities, enterprises, etc. to establish social practice bases and provide students with rich practical opportunities. For example, organize students to conduct activities such as supporting education, cultural research, and community service in ethnic minority areas, so that students can understand and experience the life and culture of different ethnic groups in the service. Universities should encourage students to participate in voluntary service and public welfare activities, and cultivate students’ sense of social responsibility and dedication. By participating in these activities, students can not only contribute to society, but also enhance understanding and respect for different ethnic groups. Universities should also strengthen the connection with ethnic areas, carry out school-local cooperation projects, and let students participate in the economic and social development of ethnic areas. For example, through projects such as science and technology going to the countryside and culture going to the countryside, students can apply what they have learned to practice and contribute to the modernization of ethnic minority areas. By deepening social practice, universities in Yunnan can enable students to learn and grow in practice, and enhance their recognition of national community consciousness and understanding of the “Four Histories”.

2. The role of “Four History” education in the formation of Chinese national community consciousness

Higher education plays a vital role in the formation of Chinese national community consciousness ^[3]. As the cradle of cultivating future social elites, universities are not only places for knowledge dissemination, but also important bases for shaping values. In multi-ethnic countries such as China, universities can strengthen the exchange and understanding between students of different nationalities

through education, and promote national unity and harmony. The curriculum of universities should integrate the contents of Chinese national community consciousness and “Four Histories”, which help students understand and respect the traditions and cultures of different nationalities and enhance their sense of national identity.

Secondly, universities should adopt diversified teaching methods, such as case analysis, group discussion, etc., to stimulate students’ thinking and participation, so that they can deepen their understanding of the national community consciousness in practice. Students can enhance their understanding of ethnic diversity through practical contact and experience. Through these activities, students can feel the cohesion and centripetal force of the national community more deeply, thus planting the seeds of national unity in their hearts. Higher education plays an irreplaceable role in cultivating talents with national community consciousness. Through systematic education and practical activities of the integration of Chinese national community consciousness into “Four Histories”, universities can make positive contributions to building harmonious ethnic relations and promoting ethnic unity and progress.

3. Problems and Challenges

3.1 Impact of changes in the social environment on publicity and education

With the rapid development of globalization and informatization, the social environment has undergone profound changes, which has brought new challenges to the propaganda and education of firmly establishing Chinese national community consciousness and “Four Histories” in universities. On the one hand, the popularity of the Internet and social media makes information spread more rapidly and widely, and students can get in touch with information and opinions from different cultural backgrounds, which helps them broaden their horizons and enhance their understanding and respect for multiculturalism ^[4]. On the other hand, misinformation and extreme views in cyberspace may also mislead students and affect their correct understanding of the national community. The diversification of social values also puts forward higher requirements for publicity and education of the establishing Chinese national community consciousness and “Four Histories” in universities. While pursuing individual freedom and individual expression, how to guide students to realize the importance of maintaining national unity and national unity has become an important topic faced by college education. Universities need to constantly innovate the way and content of publicity and education to make it closer to the actual needs and psychological characteristics of students, so as to enhance the attractiveness and effectiveness of publicity and education.

3.2 Challenges existing in propaganda and education in universities in Yunnan

Due to its unique geographical location and ethnic diversity, universities in Yunnan face a series of special challenges when carrying out the publicity and education of integration Chinese ethnic community consciousness into “Four Histories”. There are many ethnic groups in Yunnan, and there are significant differences in language and culture. This requires universities to fully consider the characteristics and needs of different ethnic groups in publicity and education, and avoid a one-size-fits-all education model. Due to the unbalanced distribution of economic development and educational resources, some universities in remote areas have insufficient hardware facilities and teachers for publicity and education, which limits the quality and effect of publicity and education. In addition, students in some ethnic areas may have difficulties in understanding and accepting the sense of ethnic community due to language barriers or cultural differences. In order to meet these challenges, universities in Yunnan need to take more targeted measures.

4. Countermeasures and Suggestions

4.1 Strengthening teacher training to improve teachers’ understanding of ethnic diversity and their teaching ability

Teacher training in universities is the key to improve the quality of education of national community consciousness. Faced with the multi-ethnic background in Yunnan, teachers need to have profound ethnological knowledge and cross-cultural communication skills. Universities should regularly organize teachers to participate in training in ethnology, culturology and pedagogy, so as to enhance their understanding and respect for different ethnic cultures. By conducting field visits to ethnic areas, teachers can personally experience the lifestyles and cultural traditions of different ethnic groups, thereby gaining a more authentic understanding of ethnic diversity. Universities can invite ethnology experts and senior teachers to hold lectures and seminars to share experiences and strategies in cross-cultural teaching, and help teachers master how to effectively guide students to understand and respect different ethnic cultures in the classroom. Universities should also encourage teachers to participate in ethnic education research projects, deepen their understanding of ethnic issues through research, and explore teaching methods suitable for the actual situation in Yunnan. Through these measures, teachers can not only improve their teaching ability, but also provide students with a richer and more diverse learning experience.

4.2 Developing educational materials and curricula suitable for students of different nationalities

According to the characteristics of students of different nationalities, universities need to develop and design educational materials and courses that meet their needs. This requires that the educational content should not only cover general subject knowledge, but also integrate national characteristics and local culture^[5]. For example, a series of courses with the theme of history and culture of various ethnic groups in Yunnan can be developed, such as “Yunnan Ethnic Music and Dance”, “Yunnan Ethnic Handicrafts”, etc., so that students can understand and experience their own ethnic groups while learning professional knowledge. Universities can make use of Yunnan’s rich ethnic cultural resources to integrate “Four Histories” education to develop practical courses, such as fieldwork in ethnic areas, ethnic language learning, etc., so that students can learn and experience ethnic culture in practice. In the compilation of textbooks, we should pay attention to the easy-to-understand language and the combination of pictures and texts, so as to adapt to students with different language backgrounds. For example, for ethnic students who use non-Chinese, bilingual or multilingual textbooks can be provided to help them better understand the teaching content. The textbooks should contain rich Yunnan ethnic elements, such as ethnic costumes, buildings, festivals, etc., to enhance students’ cultural identity. Through these measures, universities in Yunnan can provide students of different nationalities with education that is more suitable for their cultural background, thereby effectively promoting the establishing of Chinese national community consciousness and integration it with “Four Histories” learning and practice.

4.3 Utilizing modern information technology to improve the sharing and utilization efficiency of educational resources

Due to the complex geographical environment and the uneven distribution of educational resources in Yunnan, the use of modern information technology can effectively improve this situation. The application of information technology can break through the constraints of time and space, making high-quality educational resources widely disseminated and shared. For example, by establishing an online education platform, universities in Yunnan can provide distance education services, so that teachers and students in remote areas can also enjoy high-quality educational resources. Using the video conferencing system, real-time communication and discussion between teachers in different regions can be realized, and the teaching level can be improved together. By developing mobile learning applications, students can learn at any time and anywhere, which greatly improves the flexibility and convenience of learning. Universities can also use big data to analyze students’ learning behaviors and preferences, and provide students with personalized learning resources and teaching services. Through VR and AR technologies, immersive learning environments can be created to allow students to understand Chinese national community consciousness and “Four Histories” more intuitively.

4.4 Strengthening cooperation with local governments and communities to jointly promote the work of national community awareness

The publicity and education of national community consciousness requires the joint efforts of universities, local governments and communities^[6]. By establishing a close cooperative relationship, a strong joint force of publicity and education can be formed. Universities can cooperate with local governments to jointly carry out activities such as ethnic cultural festivals and ethnic knowledge contests to improve public awareness and interest in ethnic culture. For example, the “Yunnan Ethnic Culture Festival” is held regularly every year, displaying costumes, music, dances, etc. of various ethnic groups, attracting teachers, students and community residents to participate. Universities can also cooperate with communities to carry out voluntary service and social practice projects in ethnic minority areas, so that students can learn and experience ethnic culture through service. For example, organizing students to conduct activities such as supporting education and cultural research in ethnic minority areas not only serves the community, but also deepens students’ understanding of the awareness of ethnic communities. Universities can jointly establish ethnic cultural education bases with local governments and communities to provide students with a platform for practice and research. Through these cooperation projects, not only can students’ campus life be enriched, but also can promote exchanges and integration between different ethnic groups, and jointly promote the formation of national community consciousness and development of “Four Histories”.

Conclusion:

Through the in-depth analysis of this thesis, we recognize the challenges and opportunities faced by universities in Yunnan in the promotion and education of the consciousness of the Chinese nation community. The three dimensions—the diversification of educational content, the innovation of educational methods, and the deepening of social practice—provide comprehensive and specific action guidelines for universities. These dimensions not only help to improve the “Four Histories” quality and effect of education, but also help to cultivate students’ sense of national identity and belonging, laying a solid foundation for building a

harmonious society. Faced with the rapid changes in social environment, universities in Yunnan must constantly adapt to the new educational needs and innovate educational models to meet the development needs of students of different nationalities. Strengthening teacher training, developing appropriate educational materials and courses, using modern information technology to improve the sharing and utilization efficiency of educational resources, and closely cooperating with local governments and communities are all key measures to promote the publicity and education of Chinese national community awareness integrating into “Four Histories”. It is hoped that through these efforts, more talents with a sense of Chinese national community and who are familiar with “Four Histories” can be cultivated, contribute to the realization of the Chinese dream of the great rejuvenation of the Chinese nation, and jointly write a new chapter of national unity and social harmony.

References:

- [1] Xiao Xia. Strengthen the publicity and education of colleges to build a sense of the Chinese nation community in three dimensions—Case study of Guangxi colleges [J]. Education and Teaching Forum, 2023 (25): 185-188.
- [2] Chen Mingbin, Hu Xiyue. Research on the path of integrating red culture into college students’ awareness of the Chinese nation community [J]. Inheritance, 2023 (1): 31-38.
- [3] Zhang Fuxin, Wang Lingyan. Culture Runjiang: Three Basic Dimensions for Building College Students’ Consciousness of the Chinese Nation Community in the New Era [J]. Journal of Heihe University, 2022, 13 (6): 4.
- [4] Yang Tao. From the perspective of “three comprehensive education”, colleges have forged the education path of the consciousness of the Chinese nation community [J]. Teaching and Educating People: Higher Education Forum, 2023 (6): 43-46.
- [5] Pu Lichun, Zi Huaming, Zhao Lunna. Educational Exploration of Forging the Consciousness of the Chinese Nation Community in Schools in Border Areas--Based on the Investigation of the Yunnan Section of the Chinese Border [J]. Academic Exploration, 2022 (1): 146-156.
- [6] He Ge. Forging the consciousness of the Chinese nation community and integrating it into the three dimensions of ideological and political courses in colleges [J]. Journal of Changji University, 2023 (2): 55-59.

About the author:

Yu Liu, female, (1983.11 -), Han nationality, PhD candidate, research direction courses Ideological and political, English education