

INTEGRATING NATIONAL CONSCIOUSNESS INTO SUBJECT TEACHING: THEORETICAL EXPLORATION BASED ON THE OUTLINE OF THE CHINESE COMMUNITY OF NATIONALITIES

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Abstract: To promote social cohesion and national unity in China, it is essential to conduct education on the Chinese Community of Nationalities. As educators, it is necessary to incorporate this awareness into the teaching of many subjects. This paper focuses on the textbook "Outline of the Chinese Community of Nationalities" and explores the theoretical foundation and effective strategies for implementing the concept of the Chinese Community of Nationalities in educational practice. Through an analysis of guiding principles, teaching techniques, and interdisciplinary integration, this study provides valuable insights on how teachers can foster the development of national and ethnic identity among Chinese students.

Keywords: Education; Community; National consciousness

1 INTRODUCTION

In recent years, there has been a growing concern about the importance of educating students on the awareness of the Chinese national community. The aim of this education is in line with the overall goals of promoting social peace, enhancing national unity, and cultivating patriotism.

The textbook "Outline of the Chinese Community of Nationalities" serves as a crucial tool in this exploration, providing extensive information on the history, culture, and evolution of the Chinese nation.

To ensure that students internalize and understand this awareness, educators must successfully integrate this awareness into the teaching of other disciplines [1].

2 THEORETICAL FRAMEWORK

Understanding and accepting China's numerous ethnic groups as fundamental components of a nation is the "awareness of the Chinese Community of Nationalities." Starting from the historical development of the Chinese people, this concept emphasizes shared cultural values, a common past, and a shared future. From a theoretical perspective, to integrate this awareness into the classroom, knowledge of political and cultural education is essential. Three basic ideas form the foundation of this framework [2].

1. In terms of historical continuity, it emphasizes that the Chinese nation has a long and continuous history with interlinked historical threads.
2. Regarding cultural integration, it respects diversity and highlights the cultural affinity among all ethnic groups.
3. As for the common destiny, it encourages students, regardless of their ethnic or cultural backgrounds, to have a sense of shared destiny.

These guiding principles ensure that education goes beyond knowledge transfer and creates values and identities. They also guide the creation of teaching practices that integrate national awareness into different disciplines.

3 TEACHING STRATEGIES

As educators, we should appropriately adopt innovative teaching methods, which can enable students to integrate the awareness of the Chinese Community of Nationalities into subject teaching effectively. These strategies include:

3.1 School Curriculum Integrates the Outline of the Chinese Community of Nationalities through Interdisciplinary Approaches

For example, in the history courses offered by schools, educators should incorporate some historical events. By including these historical events, it can help many students establish the awareness of cooperation and unity within the national community. Through the study of multi-ethnic literature, students can learn the works of writers from different ethnic

backgrounds and simultaneously understand the diversity of Chinese culture [3].

3.2 Through the Teaching Method Strategies of Contextualization

Teachers place the content of the textbook "Outline of the Chinese Community of Nationalities" in the context of students' experiences and the local environment in the classroom [4].

For example, Yunnan belongs to a region with ethnic diversity. Local educators can encourage students to learn more about the history, cultural customs of the ethnic groups around them. This is conducive to helping them understand the concept of the Chinese Community of Nationalities at a deeper level.

3.3 Build Critical Thinking and Reflection Skills

Cultivating students' critical engagement with the concept of the Chinese Community of Nationalities is highly necessary in overall talent cultivation. Teachers can organize students to carry out discussions and debates on issues such as social cohesion, national identity, and ethnic integration [5]. This approach not only helps students learn more but also provides them with the opportunity to think critically and explore the potential and problems related to creating a strong sense of national identity [6].

3.4 Integrate Cooperative Learning Methods into Teaching

Through group projects and collaborative activities, students can benefit from each other's diverse cultural experiences. By carrying out classroom tasks related to "How do you understand the Chinese Community of Nationalities", allowing students to cooperate in learning, it helps cultivate students' team - thinking of acceptance and respect [7].

4 CASE STUDIES AND PRACTICAL APPLICATIONS

When applying the above theories and teaching strategies, distinctions should be made according to students' characteristics and knowledge backgrounds. The following case studies demonstrate how the awareness of the Chinese Community of Nationalities has been successfully incorporated into the teaching of specific disciplines:

4.1 Integrating National Awareness into High School History Classes

A high school history teacher developed a course that integrated the awareness of the national community into the classroom. The course presented some important historical events of the unity of China's ethnic minorities. In the classroom, the teacher divided the students into groups and guided them to conduct research and discussions on historical events in the Tang and Qing dynasties.

For example, stories were given about how cooperation among ethnic groups contributed to the development of the country. In addition to including historical events in the course, the teacher could also add some scenarios about how these historical education cases are related to modern society, which can further enhance students' profound understanding of the common national destiny.

4.2 The Integration of Ideological and Political Education in Middle School Chinese Classes

The Outline of the Chinese Community of Nationalities was integrated into the study of traditional Chinese poetry. In middle school classrooms, students read poems by poets from different ethnic backgrounds, and the themes of these poems were quite diverse, including homeland, love, and family.

Through this integration, students established the awareness of the bond of destiny that the Chinese people should unite, and at the same time, they had a deeper understanding of the cultural diversity across the country.

To further emphasize the concept of cultural unity, the teacher could also organize poetry recitation sessions for students to participate in, allowing them to select and recite poems in several ethnic languages.

4.3 Integration in University Sociology Courses

At a top 985 university, the Department of Social Sciences integrated the textbook Outline of the Chinese Community of Nationalities into an ethnic vocal music course related to ethnic groups. A section on the national community was embedded in the course syllabus, with a particular focus on the concept of the Chinese Community of Nationalities. Students analyzed the social dynamics among China's ethnic groups and learned how the 56 ethnic groups form a big family through unity today.

As part of the course, students conducted field research in multi - ethnic areas to study how the theoretical frameworks of historical continuity, cultural integration, and common destiny are manifested in real ethnic groups [8].

The course culminated in a seminar where students presented their insights and research results in groups and put forward some suggestions on how to enhance national cohesion.

4.4 Interdisciplinary Approaches in Political Science Courses

The political science course at a key university in Yunnan developed an interdisciplinary course titled "National Construction and National Unity in China", which was based on the textbook *The Chinese Community of Nationalities* as the core text.

The course fully combined the perspectives of history, political science, and cultural studies to explore the evolution of the Chinese nation. Students conducted a comparative analysis of the national construction efforts of China and other multi-ethnic countries. The course also invited ethnic policy experts to give guest lectures and discussed some of the challenges and opportunities in promoting national awareness in a rapidly changing world.

4.5 Cultural Immersion in the Department of Language and Literature

The Department of Language and Literature at a key university in Yunnan designed a general education course to let students immerse themselves in the different languages and cultural heritages of China's ethnic minorities.

The project was based on the textbook *Outline of the Chinese Community of Nationalities* and offered courses in Mandarin, Yi, Tibetan, Uyghur, Mongolian, and other ethnic minority languages. The literature course also featured works by ethnic minority writers, encouraging students to explore themes such as ethnic identity, sense of belonging, and unity.

The project also cooperated with local ethnic minority communities to provide cultural exchange experiences, helping students gain first-hand experience of the lives of China's ethnic minorities.

4.6 Some Problems in Integrating National Awareness into Subject Teaching

Although integrating national awareness into subject teaching is the general trend at present, integrating the awareness of the Chinese Community of Nationalities into education also faces some difficulties.

Ensuring that the teaching materials provided in teaching resonate with students from different ethnic backgrounds is a key issue that needs to be paid attention to.

To solve this problem, educators need to recognize that each of their students has different identities and experiences [9]. Educators also need to create a relaxed, interesting, and active classroom atmosphere, value the diversity of students' backgrounds, and promote the internalization of knowledge among students in the classroom.

In addition, perfunctoriness in integrating national awareness into subject teaching should also be given due attention. The cultivation of the awareness of the national community under the dominance of formalism is usually one-sided and superficial, rather than an essential part of the subject curriculum.

To solve this problem, when formulating curriculum objectives and syllabuses, teachers should make the awareness of the national community a core ideological and political element of each subject and incorporate it into the curriculum objectives.

5 CONCLUSION

Combining the theory of the Community with a Shared Future for Mankind to promote social cohesion and national unity requires integrating the awareness of the Chinese Community of Nationalities into educational practices.

At the core of this is the textbook *Outline of the Chinese Community of Nationalities*, which provides references that can be used in various academic contexts. Teachers can use multi-disciplinary techniques, contextualization, critical thinking, and cooperative learning to help students internalize the concept of the Chinese Community of Nationalities.

Although there will be some problems and difficulties in the practical process, the application of effective teaching strategies will ultimately support China's development into a strong, cohesive, and peaceful country.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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