

Research on the Educational Practice Path of Strengthening the Consciousness of the Chinese Nation as a Community in Colleges and Universities From the Perspective of Collaborative Education

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Abstract

As an important position for strengthening the common consciousness of the Chinese nation, universities play an important role in cultivating students' patriotism, enhancing national identity, and promoting cultural exchange and integration. Based on the perspective of collaborative education, this study analyzes and explores the educational theory and practice of effectively strengthening the common consciousness of the Chinese nation in universities. Firstly, the connotation and characteristics of collaborative education are analyzed, clarifying its theoretical logic with the education of the common consciousness of the Chinese nation. Secondly, it is pointed out that there are problems in the practice of strengthening the common consciousness of the Chinese nation in universities, such as the disconnection between educational philosophy and practice, lack of collaborative education mechanisms, uneven distribution of educational resources, lack of evaluation systems, and weak student participation awareness. Finally, five practical paths are proposed, which are to organically combine educational philosophy and practice, explore the establishment of effective collaborative education mechanisms, optimize the distribution of educational resources, construct a multi-dimensional education evaluation system, and stimulate students' awareness of active participation, aiming to deepen the education of the common consciousness of the Chinese nation and improve the effectiveness and equity of education.

Keywords: collaborative education, strengthening the sense of community of the Chinese nation, practice path

1. Introduction

The report of the 20th National Congress of the Communist Party of China pointed out that taking the forging of the common consciousness of the Chinese nation as the main line and steadfastly following the correct path of solving ethnic problems with Chinese characteristics (Xi Jinping, 2022). The education of forging the common consciousness of the Chinese nation is an important way to forge the common consciousness of the Chinese nation, it is the important foundation for maintaining national unity, ethnic solidarity, and social stability, and it is a strategic project to achieve China's modernization and the great rejuvenation of the Chinese nation (Zhang Liang, 2024). Universities, as the main site for talent training, shoulder the important mission of cultivating new talents capable of undertaking the great task of national rejuvenation. They are the key battleground for the education of forging the common consciousness of the Chinese nation. How universities can effectively carry out the education of forging the common consciousness of the Chinese nation has become a focus of scholars' attention (Xiang Chi, Lei Peng, 2024; Bian Chenglin, Luo Liyu, 2023). Most existing studies are conducted from the perspectives of anthropology, education, psychology, political science, etc., with relatively few specialized studies combining collaborative education and the path of forging the common consciousness of the Chinese nation. Based on this, exploring how to more effectively carry out the education of forging the common consciousness of the Chinese nation from the perspective of collaborative education is not only a test of the university education mechanism, but also a beneficial exploration of the construction of the socialist core value system of the country.

Based on a comprehensive and systematic analysis of the education of strengthening the consciousness of the Chinese nation, this study extracts practical implementation strategies. The research attempts to optimize educational content and methods through the establishment of a multi-subject collaborative mechanism, reform and innovation in

education concepts, curriculum system construction, and provide strong support for solidly carrying out the education of strengthening the consciousness of the Chinese nation in universities.

2. The Theoretical Logic of Cultivating a Sense of Community for the Chinese Nation in Universities From the Perspective of Collaborative Education

2.1 The Meaning and Characteristics of Collaborative Education

In 1971, scholar Haken proposed the concept of "synergy", which refers to the collective behavior of the various subsystems in a system cooperating, coordinating, and acting together, resulting in a synergy effect where $1+1>2$ (Li Jin, 2004). Currently, academia has not fully reached a consensus on the connotation of synergistic education, but the core idea is largely the same. For this study, synergistic education mainly refers to an educational philosophy and practice that emphasizes multi-party cooperation and resource sharing. Its connotation is mainly reflected in the diversification of educational subjects, including schools, families, and society, all participating together to form a collective effort to achieve the comprehensive development of students.

The characteristics of collaborative education are mainly manifested in interactivity, systematicity, and dynamism. Interactivity mainly emphasizes the close connection between various educational subjects, forming educational synergy through effective communication and cooperation; systematicity refers to collaborative education should be conducted within the overall framework, fully considering all aspects of education and their relationships; dynamism is manifested in the flexibility and adaptability of the educational process, able to adjust educational strategies in a timely manner according to individual differences of students and changes in social needs. Through collaborative education, the education goal of better cultivating students' comprehensive quality, enhancing their ability to adapt to society, and promoting their healthy growth can be achieved.

2.2 Concept Analysis of the Community of Shared Future for Mankind

The concept of the Chinese nation originated in modern times. In 1902, Liang Qichao first proposed the concept of the Chinese nation in his work "On the General Trend of Changes in Chinese Academic Thought (Liang Qichao's Collected Works, 1999)." In 1905, he pointed out in his book "Observations on the Nationalities in Chinese History" that the Chinese nation is composed of multiple nationalities, stating that "the present Chinese nation was originally not a single ethnicity, but was actually formed by the mixture of many ethnic groups (Liang Qichao, 2015)." Fei Xiaotong mentioned in his article "The Multi-Unity Structure of the Chinese Nation" that "the Chinese nation as a conscious national entity emerged in the confrontation between China and Western powers in the past century, but as a self-governing national entity, it has been formed through a historical process spanning thousands of years (Fei Xiaotong, 1989)." Zhou Ping clearly stated in his research that "a nation is the collective term for the citizens of a country," and the Chinese nation is the national group of the People's Republic of China (Zhou Ping, 2016). Regarding the concept and connotation of the Chinese nation as a community and the awareness of the community, Qing Jue and Xu Xinshun believe that the Chinese nation as a community is a cohesive entity of the Chinese people based on historical accumulation, with a value orientation of common good life and a concern for common revival (Qing Jue, Xu Xinshun, 2018). The awareness of the Chinese nation as a community refers to the mindset of the citizens of the People's Republic of China, based on recognizing the common conditions and historical foundation of each other's survival and development, upholding the values of common good, and the will to actively maintain the revival (Qing Jue, Xu Xinshun, 2018). In this study, the awareness of the Chinese nation as a community mainly refers to the identification based on common history, culture, and values, emphasizing the collective consciousness of national unity, social harmony, and common development, aiming to promote the cohesion of the Chinese nation and the prosperity and stability of the country.

2.3 The Theoretical Logical Relationship Between Collaborative Education and the Strengthening of the Awareness of the Chinese Nation as a Community

2.3.1 Consistency of Goals

There is a high degree of consistency in the goals of collaborative education and the cultivation of a sense of community for the Chinese nation. Both aim to promote the comprehensive development of individuals and the harmonious progress of society. Collaborative education emphasizes the cultivation of students with a sense of social responsibility and collective consciousness through multi-party cooperation, while the sense of community for the Chinese nation emphasizes the enhancement of national and cultural identity, and the promotion of unity and cooperation among all ethnic groups. Therefore, the implementation of collaborative education can effectively enhance students' sense of belonging to the Chinese nation, internalize it as conscious actions in the learning process, form a sense of community for the Chinese nation, and thus promote social stability and development.

2.3.2 Practice Complementarity

The complementarity of co-educational and the forging of the common consciousness of the Chinese nation is also evident in practice. Through the close cooperation of families, schools, and society, co-education can provide students with rich cultural cognition and social practice opportunities, enhance their understanding and identification with the culture of the Chinese nation. The solidification of the common consciousness of the Chinese nation provides a cultural foundation and value orientation for the implementation of co-education, making educational practices more targeted and effective. The organic combination of the two not only enhances the quality of education but also promotes the participation of all sectors of society in the construction of the Chinese nation community, forming a virtuous interaction between education and social development.

2.3.3 Emotional Resonance

In the process of co-educating and strengthening the awareness of the Chinese national community, emotional connection is crucial. Education is not only about knowledge transmission, but also about cultivating and resonating emotions. Through the collaborative efforts of multiple stakeholders such as families, schools, and society in the process of co-educating, students establish a sense of belonging and identity towards their nation emotionally. In this process, teachers provide care and guidance, families offer support and companionship, and society engages in cultural activities and practices, forming a network of emotional resonance. This emotional connection allows students to feel support and encouragement from different educational stakeholders when facing challenges, thereby enhancing their pride and sense of responsibility towards the Chinese nation. Emotional resonance not only strengthens students' national identity, but also promotes their active participation in social development through practical actions, forming a strong sense of community awareness.

3. The Realistic Predicament of Cultivating the Sense of Community of the Chinese Nation in Higher Education From the Perspective of Collaborative Education

3.1 The Disconnect Between Educational Philosophy and Practice

Currently, the education of fostering the consciousness of the Chinese nation community in universities is gradually being emphasized, and corresponding theoretical courses have been offered. However, in actual teaching, there is a significant disconnect between educational concepts and practices. Many universities focus on the transmission of theoretical knowledge in curriculum design, but generally lack pathways that organically integrate with students' actual lives and social practices. This leads to a disconnect between the actual teaching content and students' cognitive levels and emotional experiences, causing the education of fostering the consciousness of the Chinese nation community to remain on the surface and unable to be internalized as the students' conscious behavior. From the perspective of collaborative education, various links in the education of fostering the consciousness of the Chinese nation community should work together to form a synergistic force, not solely relying on classroom teaching. It should extend through various means such as social practice activities, social services, cultural exchanges, etc., to ensure that educational concepts and practices can effectively collaborate and promote the true implementation of the education goals of fostering the consciousness of the Chinese nation community.

3.2 Lack of Effective Mechanisms for Collaborative Education

The collaborative education emphasizes the participation of multiple subjects such as families, schools, and society in the whole process of education, but in practice, the mechanism of collaborative education is still imperfect, and the educational effect of strengthening the sense of community of the Chinese nation is not ideal. Currently, universities lack effective communication and collaboration with local governments, social organizations, and families when promoting the education of strengthening the sense of community of the Chinese nation. The education goals and strategies of all parties are also inconsistent, which hinders the joint efforts for strengthening the sense of community of the Chinese nation and impacts the educational effect. In the perspective of collaborative education, the educational subjects should not only include universities but also families, governments, social organizations, and other diverse subjects. Effective collaborative mechanisms need to be built on the basis of resource sharing, information communication, and unified goals among all parties. However, from the current situation, the phenomenon of information isolation among different subjects is widespread, making it difficult to form effective joint efforts in education.

3.3 Unequal Distribution of Educational Resources

Unequal distribution of educational resources is a significant issue in the current educational sector. The effective allocation of educational resources is a key factor in achieving fairness and improving the quality of education. However, due to differences in economic development levels and educational policies, different types of universities

in different regions vary greatly in terms of faculty, financial investment, policy support, etc. This uneven distribution makes it difficult for some universities to promote the education of fostering the awareness of the Chinese nation community, leading to challenges in creating a good educational atmosphere and practical environment.

3.4 Lack of Corresponding Educational Evaluation System

The lack of diversity and singularity in the education evaluation system has constrained the deepening of education on fostering the sense of community consciousness of the Chinese nation. The current evaluation system mainly focuses on students' academic performance and knowledge mastery, lacking a comprehensive assessment and feedback mechanism for students' sense of community consciousness in fostering the Chinese nation. This not only affects the realization of educational goals, but also prevents educators from effectively understanding the changes in students' sense of community consciousness. The evaluation system for fostering the sense of community consciousness of the Chinese nation from the perspective of collaborative education emphasizes multi-party collaboration in education, covering multiple dimensions and indicators such as schools, families, and society, comprehensively evaluating the results of multi-party collaborative education.

3.5 The Participation Consciousness of Students Is Not Strong

In the education of fostering the sense of community of the Chinese nation, there is a common phenomenon of weak student participation. Many students often passively accept education, lacking the motivation for active exploration and participation. This phenomenon is largely due to the traditional education model, where teacher-led teaching restricts students' initiative, leading to insufficient identification with the sense of community of the Chinese nation. How to enhance students' sense of belonging to the Chinese nation community while respecting individual differences is a key issue that urgently needs to be addressed in the current practice of fostering the sense of community of the Chinese nation. Collaborative education requires universities to create more participatory educational environments, encourage students to actively participate in fostering the sense of community of the Chinese nation, and enhance their sense of belonging and responsibility. At the same time, relevant teachers should actively play a guiding role, encouraging students to actively think and participate in theoretical learning and social practices, enhancing students' sense of participation and subjectivity, and improving the effectiveness of community awareness education.

4. The Practice Path of Cultivating the Consciousness of the Chinese Nation-building in Universities From the Perspective of Collaborative Education

4.1 Adhere to the Organic Combination of Educational Philosophy and Practice

University curriculum design should be closely related to students' learning lives and social practices. On the one hand, it can combine theoretical knowledge with practical problems by introducing project-based learning, case analysis, and other teaching methods, stimulating students' interest and engagement in learning. On the other hand, students are actively encouraged to participate in social practice activities, such as volunteer service and community surveys, so that they can experience the value and significance of the Chinese nation community in a real social environment. In developing specific social practice projects, collaboration with local governments, community organizations, and others can be strengthened to carry out targeted practice projects. Through these projects, students can apply theoretical knowledge to practice, and also provide opportunities for reflection and feedback on their daily theoretical learning, enhancing their understanding and recognition of the Chinese nation community. By diversifying educational forms, the effective coordination of educational concepts and practices can be ensured, thereby promoting the in-depth development of education work to strengthen the awareness of the Chinese nation community.

4.2 Actively Explore the Establishment of Effective Collaborative Education Mechanisms

Universities should actively explore the establishment of a mechanism for the collaboration of multiple entities in educating students from the perspective of collaborative education. Firstly, establish communication channels with local governments, social organizations, families, and other diverse entities to form unified educational goals and strategies. Through regular collaborative education meetings, promote understanding and recognition of the education of strengthening the sense of community for the Chinese nation among various entities, and ensure sharing of educational resources and information among all parties. Secondly, establish inter-departmental cooperation working groups within the universities, develop specific and feasible implementation plans for the education of strengthening the sense of community for the Chinese nation, clarify responsibilities of all parties, and systematically carry out various tasks. Finally, establish a multi-party collaborative mechanism, encourage schools, families, and

social organizations to jointly participate in educational practices, create synergy, and enhance the overall effectiveness of education. By establishing various collaborative education mechanisms, not only can the effectiveness of education be improved, but it can also better mobilize resources from all parties to provide students with a more enriching learning and growth environment.

4.3 Optimize the Allocation of Educational Resources

The problem of uneven distribution of educational resources requires universities to actively communicate and cooperate with local governments, social organizations, etc., to establish a cross-school resource sharing platform. Firstly, by integrating high-quality educational resources in the region, it promotes the rational allocation of teachers, funds, equipment, etc., to achieve optimal utilization of resources. For example, through organizing seminars, exchange activities, etc., it promotes resource sharing and exchange among universities, benefiting more students from high-quality educational resources. Secondly, the government should increase investment in high schools with poor basic conditions, provide policy support, financial assistance, etc., to ensure that all universities can obtain necessary support in fostering the sense of community education of the Chinese nation. Finally, encourage social forces, enterprises to participate in the education process, form a diversified education investment mechanism, to improve the unequal distribution of educational resources, promote educational equity and quality improvement.

4.4 Building a Multi-dimensional Education Evaluation System

Universities should actively construct a comprehensive evaluation system covering multiple subjects. Through multidimensional educational assessment, it is possible to not only focus on students' academic performance and knowledge mastery, but also to comprehensively evaluate their performance in fostering a sense of community among the Chinese nation. For example, various multidimensional evaluation indicators can be designed for students' performance in social practices, understanding and identification with community culture, and the enthusiasm for participating in collaborative educational activities. In addition, students should be encouraged to self-reflect and receive peer evaluations, and through establishing a feedback mechanism, educators can promptly understand the changes and needs of students in the education of fostering a sense of community among the Chinese nation. By forming a student-centered evaluation system, educators can better grasp the teaching effectiveness, adjust educational strategies, and thus promote the in-depth development of education in fostering a sense of community among the Chinese nation.

4.5 Inspiring Students' Awareness of Active Participation

Universities should create more participatory educational environments, encourage students to actively participate in educational practices that strengthen the sense of community of the Chinese nation. This can be achieved through organizing thematic activities, seminars, cultural exchanges, etc., to stimulate students' interests and passion, allowing them to experience the value of the Chinese nation community. Teachers should transition from being knowledge providers to guides, encouraging students to ask questions and explore. By designing open curriculum systems, students can actively think through discussions and practices, enhancing their sense of belonging to the Chinese nation community. Additionally, by establishing student-led clubs and organizations, students can be encouraged to take initiative in practice, enhancing their sense of belonging and responsibility. Through various means, students' participation and enthusiasm in the education of strengthening the sense of community of the Chinese nation can be increased, thereby improving the effectiveness of education.

5. Conclusion

From the perspective of collaborative nurturing, the educational practice of fostering a sense of community for the Chinese nation is not only an important mission of higher education, but also a necessary requirement for achieving social harmony and national development. This study systematically analyzes the practical difficulties faced by universities in fostering a sense of community for the Chinese nation, and proposes multiple practical paths. These measures aim to integrate resources from various sources to create a synergistic effect, thereby enhancing students' understanding and identification with the Chinese nation community.

In the future, colleges and universities should continue to promote the deep integration of theory and practice, explore more innovative educational models to adapt to new social needs and the development of the times. At the same time, the joint participation and collaboration of multiple subjects such as the government, social organizations, and families are important guarantees for achieving educational goals. By building a good collaborative education ecosystem, we can more effectively stimulate students' subject consciousness, promote their sense of identity with the Chinese nation, and ultimately contribute to the great rejuvenation of the Chinese nation.

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