



Forging a Strong Sense of Community of the Chinese Nation and Warming Students of All Ethnic Groups with Great National Unity — An Analysis of Ethnic Minority College Students' Clustering Phenomenon

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Abstract: Minority college students are excellent talents in minority groups. This paper analyzes the reasons for the clustering phenomenon of minority college students in their own ethnic group or small groups in this region, expounds the disadvantages of the phenomenon, and puts forward a solid sense of community of the Chinese nation, with national unity warm minority students path analysis.

Keywords: minority college students, clustering phenomenon, sense of community

After entering mainland colleges and universities, some ethnic minority students can quickly participate in class activities, integrate into dormitory life, and actively interact with other students, showing strong adaptability. Part from the same area, especially of the same ethnic students, don't want to associate with this class, this dormitory communication, like to communicate with the students of the national or regional exchanges, even break the grade and the limitation of the professional, spontaneous closely linked to an exclusive group, group members together living, learning, close contacts and exchanges, and participate in social activities. The phenomenon of minority students gathering together is called "clustering phenomenon".

1. The causes of ethnic minority college students' clustering phenomenon

To get together is to stick together.[1] Clustering phenomenon, as the name implies, means people cuddle together to seek comfort and relieve stress. However, in the long run, it is not good for minority college students to truly integrate into university life, nor for them to grow up healthily. The reasons for ethnic minority college students' clustering phenomenon are summarized as follows.

1.1 Differences in language and living customs

After coming to colleges and universities in mainland China, some ethnic minority students are affected to integrate into college life because of the change of language environment. For example, Xinjiang ethnic minority students usually communicate in Uyghur language in their hometown, but their Chinese proficiency is not strong. They are prone to interpersonal difficulties due to language problems in colleges and universities in mainland China.[2] Some students are limited by educational conditions in minority areas, and there is an obvious gap in cultural quality with other students. Similar educational background or the same living customs will promote minority students to form clustering groups. Some scholars believe that "the process of minority groups' voluntary separation from the mainstream society is called self-isolation. It is hard to find a satisfactory way to get along with the dominant group, members of minority groups try to limit their contact with members outside the group through this process.[3] Ethnic minority students tend to communicate with students of the same ethnic group and with the same customs, especially in the freshman year. They can get to know senior ethnic students, get guidance on college life, and provide support and help to each other. Some studies have found that regional "clustering" is particularly common in the dormitory communication of ethnic minority graduate students. They generally have some "regional" tendencies and prefer to communicate with their fellow countrymen rather than spend too much thought on interpersonal relations in the dormitory.[4] However, in the long run, this is not conducive to the true participation and integration of ethnic minority students in college life. On the contrary, the limitation of their communication scope delays their all-round and deep integration into college life. Only by stepping out of this small comfort zone and really integrating into school life can we fully adapt to college life.

1.2 Psychological and emotional needs

In China's central and western regions where ethnic minorities live in compact communities, most of the economy is

underdeveloped and education development lags behind, especially in remote ethnic regions where modern school education starts late and education resources are imbalanced and basic education quality lags behind[5]. Therefore, minority students tend to encounter difficulties in their studies, and then produce a certain sense of pressure and inferiority. Compared with their peers, some minority college students show weak basic knowledge, low Level of Chinese, and weak foundation of science courses, the Chinese level is not high, science curriculum foundation weak. It is found that the courses that minority college students receive academic warning mainly focus on public basic courses such as college English, advanced mathematics, college physics, basic chemistry and computer programming.[6] The sharing of educational basis, ideas and other topics is more likely to generate empathy among ethnic minority students, and more likely to be "sympathetic". Small group communication and mutual encouragement among peers can relieve academic pressure and anxiety to a certain extent, and provide emotional support and motivation for solving academic difficulties and improving academic performance. However, it must also be pointed out that to effectively overcome academic difficulties, ethnic minority college students still need to improve their learning ability, learning strategies and academic performance through measures such as increasing learning input, actively participating in classroom learning and professional practice, meticulous individual guidance from teachers, and continuous academic help from peers.

1.3 Interpersonal difficulties

Due to the differences in living customs, language basis and growing environment, the words and deeds of ethnic minority students are sometimes misunderstood or even misinterpreted by some students. Ethnic minority students tend to feel alienated and excluded, and have certain interpersonal communication difficulties. The inadaptability of minority college students in interpersonal communication can be summarized as follows: avoidance and fear of communication; not being confident in your interactions; narrow scope of intercourse; sensitive to other people's speech and behavior, easy to raise interpersonal problems to ethnic problems.[7] Among the feelings of inferiority and related negative emotional experience, the ambivalence of inferiority and self-esteem is the most prominent.[8] Interpersonal aspects of insecurity and does not adapt, national self-esteem and individual binary inferiority mentality, the minority students in the class activities especially studies related to the class activity participation is not high, has the strong personal desire, but also to participate in community activities are not always positive, interpersonal circle is relatively narrow, people who tend to be confined to small groups.

To sum up, the behavior of minority college students' clustering in a small range can be helpful to minority students' college life in a short term. However, in the long run, if ethnic minority students can truly integrate into college life, overcome academic difficulties and improve their academic performance, they should not only embrace small groups, but also learn to get out of the category of small group communication, integrate into the class, and grow up in the atmosphere of great ethnic unity in the school.

2. Foster a strong sense of ethnic community and warm ethnic minority students with ethnic unity

From August 27 to 28, 2021, the fifth Central Conference on Ethnic Affairs was held in Beijing since the founding of new China. General Secretary Xi Jinping delivered an important speech at the meeting, stressing the importance of building a strong sense of community among the Chinese nation and promoting high-quality development of the Party's work on ethnic groups in the new era. We must hold high the banner of unity of the Chinese nation and encourage all ethnic groups to embrace each other closely in the big family of the Chinese nation like pomegranate seeds.[9] On the other hand, the clustering phenomenon of college students hinders the communication and integration of students of all ethnic groups. It is not only bad for the integration of ethnic minorities into college life, but also bad for their effective learning and healthy growth, and is also bad for the cultivation of the sense of community of the Chinese nation and the creation of a harmonious atmosphere of national unity and big family. Colleges and universities, as an important field for training talents of ethnic minorities, further deepen the education of ethnic unity, warm every ethnic minority student with the school family and great ethnic unity, and effectively forge a sense of community of the Chinese nation.

2.1 Adhere to the policy of ethnic equality on the basis of respecting national culture

All ethnic groups are equal the most basic point of our national policy. Each nation regardless of its population, economic and social development level, the similarities and differences, customs and religious beliefs are part of the Chinese nation, has the same status, and all aspects of social life, in the country in accordance with law, enjoy the same rights, the same duty, oppose all forms of ethnic oppression and discrimination.[10] Under the general atmosphere that all ethnic groups are equal, students of all ethnic groups will not be discriminated against due to differences in academic basis, customs and habits when

they study in the big family of the school. The atmosphere of ethnic equality is conducive for minority students to gradually get out of the situation of communicating with their own ethnic groups and local students, and integrate into classes, societies and the school family.

The cultural atmosphere of fairness, respect, understanding and trust for students of all nationalities in colleges and universities is conducive to the formation of reasonable ethnic concepts.[11] Therefore, colleges and universities should be actively committed to creating a harmonious cultural atmosphere of great ethnic unity, so that ethnic minority students can perceive the positive attitude of members of the mainstream culture, which will greatly improve their life satisfaction and positive emotional experience, and produce better psychological adaptation.[12] based on a financial media platform, at the same time, promote the implementation of the national religious policy, combined with the four history study, issued a "history" of the Chinese nation "of Chinese national culture" and other series of political education course, enlarge the radiating surface of the national religious education, teachers and the staff are fully understanding national culture policy, on the basis of understanding and understand the different national culture, and to create a harmonious campus cultural atmosphere of national unity.

2.2 Taking the improvement of learning happiness as the starting point, strengthen the care for minority students

Minority college students are affected by learning pressure and academic difficulties. They often have to learn more basic knowledge and learn new content simultaneously. They have a correct learning attitude and invest a lot in learning. However, the lag of academic improvement or the learning effect is not obvious, which often makes minority students feel that the learning effort is not proportional to the gain, so their learning happiness is not high.

Ideological and political work emphasizes "Progress according to the times", enhances the affinity and pertinence of ideological and political education, and meets the needs and expectations of students' growth and development. Schools and colleges should focus on the improvement of learning happiness, pay more attention to the individual situation of ethnic minority students, provide family-like care and warmth, improve the proportion of learning investment and return, and enhance their learning happiness.

The care for minority students should emphasize precision and delicacy. We should not only have a thorough understanding of the specific situation of each student, but also grasp the core and essence of its development. Schools should establish a one-to-one work ledger for ethnic minority students, so as to comprehensively, continuously and deeply understand the situation of each ethnic minority student. Through meticulous care and care, we understand the academic situation of ethnic minority students, help them adapt to college life as soon as possible, and actively integrate into the class.

In terms of study, we help ethnic minority students overcome their academic difficulties and improve their learning strategies by means of guidance counselor, guidance teacher and peer aid. Especially for basic mathematics courses, the instructors set up an academic support platform based on grade academic data analysis. On the basis of teachers' classroom lectures, students with outstanding performance in the class will be given group tutoring after class, and on this basis, they will further carry out one-to-one exquisite education.

This model gives full play to the advantages of full participation, synchronous teaching and guidance, and peer learning and practice. The minority students in the author's unit have benefited a lot from the academic tutoring of mathematics courses, and the course pass rate has greatly improved. Practice and training platforms should be established in areas with a large number of ethnic minority students, supporting platforms and professional guidance should be set up for ethnic minority students' internship and employment, so as to expand their employment channels and provide more platforms and paths for ethnic minority students' career development.

2.3 Highlight the integration of cognitive construction and emotional belonging to deepen the cultural identity of the Chinese nation

Cultural identity is the deepest level of identity, the root of national unity and the soul of national harmony. Chinese culture embodies the deepest spiritual aspirations of the Chinese nation, and nourishes the Chinese nation's endless growth and growth. China is a multi-ethnic country, so we need to strengthen the sense of community of the Chinese nation, as well as the cultural identity of the Community of the Chinese nation, the cognitive construction of diversity and unity and the confirmation of emotional belonging, and the spiritual bond that promotes all ethnic groups to embrace together in the big family of the Chinese nation like pomegranate seeds.

To forge a strong sense of community for the Chinese nation means to guide the people of all ethnic groups to firmly embrace the community concept of sharing weal and woe, weal and woe, life and death, and destiny, and build a common spiritual home for the Chinese nation. Colleges and universities are the highland of cultural construction. They should

vigorously promote the fine traditional culture of the Chinese nation and the fine traditional culture of all ethnic groups, and realize the integration and symbiosis of ethnic cultures in an atmosphere of respecting differences and embracing diversity.

Studies have shown that only ethnic unity activities can reduce students' Chinese cultural identity. If ethnic unity activities are combined with the education of ethnic unity policies, common knowledge of ethnic and other ethnic cultures, traditional festivals, religions and other knowledge, the results of the activity can enhance students' identification with the Chinese nation, thus increasing students' inter-ethnic communication[13]. College students already have relatively high cognitive ability and reflective ability. Through strengthening theoretical learning, students' cognition of cultural identity will be transformed from perceptual cognition to rational thinking. On the basis of knowledge construction, they will form deep theoretical knowledge cognition, internalize knowledge in their hearts, and generate corresponding emotional belonging.

The path construction of ethnic minority college students' cultural identity to the Chinese nation should highlight the integration of theoretical construction and emotional belonging, highlight the unity of knowledge connotation, ideological reflection and emotional resonance in ethnic unity activities, and solidify the ideological foundation and theoretical depth of the Chinese nation community. Ethnic minority college students more objectively and comprehensively understand the Chinese nation and the relationship between the big family and family members formed between various ethnic groups, realize that Chinese culture is the summation of various ethnic cultures, and form emotional identification with Chinese culture. In this way, minority college students can really get out of the small group circle, increase inter-ethnic communication, comprehensively learn and understand Chinese culture, improve learning ability and comprehensive quality, and jointly build the big family of the Chinese nation.

2.4 Carry out multi-dimensional and multi-dimensional education on ethnic unity and patriotism, and forge a strong sense of community of the Chinese nation

Forging a strong sense of community of the Chinese nation is the foundation of national unity. We should continue to promote the education of ethnic unity in schools, classrooms, and minds, and guide students to develop correct views on the state, history, nationality, culture, and religion, and take safeguarding ethnic unity and national unity as the highest interests of all ethnic groups.

We should carry out multi-dimensional and multi-dimensional education on ethnic unity. To object refers to the unity of the education should not only face the minority college students, should include all college students and faculty, to national unity education is helpful for all educators and the educatees to understand the pattern of diversity in unity of the Chinese nation, a comprehensive understanding of the culture and customs of ethnic minorities, and only in this way can we form a national unity together.

The multi-dimensions include the integration of the understanding of ethnic unity policy with the thematic activities of ethnic unity, combining the education of ethnic unity with the resistance to religious infiltration and prevention of missionary work, and combining the activities of ethnic unity with class meetings, teacher-student exchanges and other thematic activities. Multi-dimensional national unity education can increase the participation of teachers and students and enhance the effectiveness of education.

Patriotism education should be carried out based on ideological and political curriculum. The course of ideological and political theory is not only a platform for teaching the marxist theoretical system, but also an educational platform for strengthening the ethnic policy, religious policy and "five identities" of the Party and the state. We should attach importance to the publicity and education of ethnic policies and theoretical knowledge, and strengthen the publicity and education of historical figures, historical events and ethnic festivals that have contributed to the reunification of the motherland and the development of the nation.

At the same time, relying on the ideological and political construction of curriculum, excavating the education of religious and ethnic views in professional education, determined to integrate "ego" into "ego", and further strengthen the ideal and belief of minority students' backbone to follow the Party forever. Especially for ethnic minority college students with high political quality and both political integrity and ability, training and guiding them to grow up as soon as possible to become qualified builders and reliable successors to meet the needs of the development of socialist modernization of the country and ethnic minority areas.

2.5 Encourage ethnic minority college students to deeply participate in school community activities and truly integrate into the school family

College student associations are organizations for college students' self-education, self-management and self-service. It is one of the effective ways for minority college students to integrate into the school family to join and deeply participate in association activities. Students with similar interests to join the club, minority college students on the one hand, can

show their talents in the society, enhance self-confidence, on the other hand can also increase the chances of the national communication students communicate and interact, in an atmosphere of mutual love and growth, members of the cooperation and interaction through the community platform, greatly influenced the relationships between them and interpersonal attraction. It is convenient for minority students to really integrate into the school family.

At the same time, the association is also a miniature of the big family of the school. The association transcends the restrictions of nationality, region, major and grade, and is a more open platform for students to grow up, as well as a platform for unity and mutual assistance. Ethnic minority students, as a member of student associations, enhance their scientific and cultural literacy through mutual aid, and also improve their organizational and coordination abilities. Other studies have shown that the depth of ethnic minority college students' participation in college student associations has significant differences in their life ability, knowledge reserve and professional ability in terms of knowledge and skill socialization[14]. Therefore, ethnic minority students should be encouraged to actively join associations and deeply participate in the activities of associations, integrate into the big family of the school, and enhance the five identities in the social life of mutual help and love.

2.6 Improve the policy level of students and workers, improve working methods, and shorten the psychological distance with ethnic minority students

The students and workers in colleges and universities must fully grasp the national ethnic and religious policies in the new era and follow the principle of "there is no trivial matter in ethnic issues". Only comprehensive master relevant policies, national work accurately to strengthen and improve the important thought of the new era of national work, to a deeper understanding of ethnic minority talents cultivation work, in order to establish between the minority students and lay a good foundation for the depth of the communication and effective communication, can more easily to ideological work "drip" play a better role.

To improve the policy level of students and workers, on the one hand, experts on ethnic and religious affairs should be employed to explain national ethnic and religious policies and improve the political literacy and policy grasp ability of students and workers. On the other hand, it is necessary to carry out regular review analysis and analysis based on typical cases to improve the instructors' skills and experience in ethnic work. In addition, it is necessary to improve the handling ability of ethnic and religious work and improve the working mechanism to actively deal with various contradictions and disputes in ethnic and religious work in colleges and universities. "Early detection, early control, early report, early treatment", improve the ability to quickly respond to ethnic and religious emergencies and stress.

Secondly, students should deal well with the relationship between "universality" and "locality" in their work, and understand and learn the local knowledge of ethnic minorities on the basis of carrying out universal education. Respect and understand the customs and lifestyle of ethnic minorities, so as to better narrow the psychological distance between ethnic minority students, easier to have emotional resonance with them.

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