

# **A Study on the Path of Building the Consciousness of Chinese National Community by Moral and Rule of Law Courses in Junior Middle Schools in Ethnic Areas — Taking Xingwen County of Sichuan Province as an Example**

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**Abstract:** This paper focuses on the course of morality and rule of law in junior high school, and discusses the scientific connotation of the consciousness of the Chinese nation's community as the core breakthrough point. Taking Xingwen County, Sichuan Province as a concrete example, this paper analyzes the practical problems existing in the course of morality and rule of law in junior middle schools in ethnic areas in casting a strong sense of the Chinese nation community and discusses its practical path.

**Keywords:** consciousness of the Chinese nation community; Ethnic areas; Moral and rule of law course in junior middle school

## **1. An overview of the relevant theories of Chinese national community consciousness**

### **1.1 The scientific connotation of the Chinese nation community**

The Chinese Nation Community is a national aggregation entity in China, which is based on the Chinese nation accumulated in history, takes the common good life as the value orientation, and has the care of common rejuvenation.[1]It emphasizes that all ethnic groups share the same breath and destiny, share weal and woe in the process of historical evolution and development. Dependence is a community of destiny based on common historical conditions, common value pursuit and common identity.

### **1.2 The scientific connotation of the consciousness of the Chinese nation community**

The consciousness of the Chinese nation community means that the members of 56 ethnic groups in China can consciously identify with the objective existence of the Chinese nation community, and consciously realize that they are a member of the Chinese nation, which has great influence on the Chinese nation and its Political Community — People's Republic of China (PRC)'s Identity, Loyalty and Emotional Support.[2]It means that all Chinese sons and daughters build a sense of belonging to a unified multi-ethnic country based on their common historical memory, cultural tradition and value orientation. It transcends the category of a single nation, takes the construction of a common spiritual home for the Chinese nation as the key core, and emphasizes the symbiotic relationship of all ethnic groups with one heart and one mind and the same direction.

## **2. The existing problems of moral and rule of law courses in junior middle schools in ethnic areas to build a strong sense of the Chinese nation community**

### **2.1 Lack of integration of teaching resources**

In terms of campus resources, first, the teaching of the course is limited to compiling textbooks, and some teachers' interpretation of core concepts stays at the level of academic definitions and policy texts, lacking vivid cases, and students often repeat the contents of textbooks or rely too much on historical allusions, making it difficult for students to integrate theory with reality; Second, the local high-quality educational resources are idle, and the local living culture has not been effectively transformed into curriculum resources, which leads to the disconnection between theory and practice. It is difficult for students to transform theory into emotional identity and behavioral consciousness, weaken the attraction of courses, and achieve the goal of strengthening students' sense of Chinese national community.

In the aspect of off-campus resource coordination, the lack of cooperation mechanism with patriotic education bases and national cultural venues failed to transform it into an immersive teaching scene, which limited the education field

to classroom space, weakened the attraction and appeal of the curriculum, and restricted the efficiency of transforming knowledge acceptance into value recognition.

## **2.2 The teaching method is relatively simple**

At present, some teachers give priority to traditional theoretical indoctrination and one-way teaching, lacking interactive experience and practical links. As a result, students fall into passive listening and lack opportunities for active participation and in-depth thinking. At the same time, there are few teaching activities such as cultural experience with local characteristics, which makes students' understanding of the Chinese nation community stay at the abstract concept level, and it is difficult to form profound emotional resonance and behavioral identity. This single mode weakens the classroom vitality and restricts the attraction of building the consciousness education of the Chinese nation community.

## **3. The optimization path of the moral and rule of law course in junior middle schools in ethnic areas to build a Community consciousness of the Chinese nation**

### **3.1 The integration and expansion of teaching content**

Textbooks are the basis of teaching, so teachers should study them deeply and dig out the contents and requirements related to the consciousness of the Chinese nation community. Systematically integrate local national unity resources and compile school-based supplementary teaching materials.

Taking Xingwen County as an example, as a minority treatment county in Sichuan Province, it is clearly pointed out in the Regulations on Ethnic Work in Xingwen County that "the inheritance of languages, customs and habits of ethnic minorities such as Miao and Yi is guaranteed". Teachers can compare the knowledge of "autonomy of ethnic autonomous areas" in the teaching materials and analyze how local policies implement the national system. At the same time, the "batik skills" of Miao people in Xingwen County have been listed in the provincial intangible heritage list, and the government has set up special funds to support the inheritance of skills, which is a vivid practice of protecting and developing local national culture in ethnic autonomous areas according to autonomy, demonstrating institutional advantages.

By transforming the national discourse of the textbook into educational content with local temperature, students can truly internalize the sense of Chinese national community into emotional identity and action consciousness in the process of "knowing the national history of their hometown and understanding the national community".

### **3.2 Make full use of off-campus resources, innovative teaching methods**

Xingwen County makes full use of local ethnic characteristics, deeply digs into the rich mines of ethnic culture, innovatively launches "pomegranate seed" lecture hall, Miao-Han bilingual propaganda group and other educational forms, and revitalizes ethnic unity education with interactive teaching mode, so as to provide experience for similar ethnic areas.

Junior high schools in ethnic minority areas can make full use of off-campus resources and invite experts and scholars into the classroom to tell local ethnic stories. Or through the "non-legacy workshop", invite non-genetic inheritors to show traditional skills on the spot, so that students can deeply understand the symbiotic and co-prosperity relationship of "you have me and I have you" of various national cultures, and stimulate students' sense of identity in the pluralistic and integrated pattern of the Chinese nation.

Drawing lessons from the practical experience of the Miao-Chinese bilingual propaganda group in Xingwen county, the moral and rule of law class in junior high schools in ethnic areas can carry out the "minority language+Chinese" micro-propaganda activity for three minutes before class. It enables students to draw closer in language learning and cultural learning, truly understand the profound connotation of "each has its own beauty, and the United States and the United States share the same", and then build a sense of community of the Chinese nation.

### **3.3 To strengthen the construction of teachers, improve the teaching level**

Through targeted training, teachers are organized to participate in special training on the theory of Chinese national community consciousness, multi-ethnic culture, national unity stories, etc., and experts and scholars are invited to give lectures and guidance, so as to continuously improve teachers' theoretical literacy and teaching ability and empower Chinese national community consciousness education.

On this basis, we should deepen our cognition through practical research and realize the effective connection between theoretical cognition and teaching practice. For example, organize teachers to carry out a "root-seeking tour of national culture", systematically study intangible culture, and extract community elements from multiculturalism. By accumulating fresh local materials, teachers' ability to transform regional characteristic culture into classroom teaching resources can be improved, and then the pertinence and appeal of consciousness education of the Chinese nation community can be enhanced.

Finally, teachers are encouraged to actively participate in teaching skill competitions, promote observation, communication and learning among teachers, constantly update teaching concepts and teaching methods, and improve teaching level. For example, the "China Community Consciousness Education Quality Class Competition" will be held to promote teaching through competition.

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