

Applied research on the application of Chinese nation community consciousness in campus culture construction

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Abstract: Consolidating the consciousness of the Chinese nation as a community is an inherent requirement for national unity, ethnic solidarity and the great rejuvenation of the Chinese nation. In the construction of campus culture in border areas, the common awareness of the Chinese nation is of great significance for cultivating students' patriotic feelings and enhancing their personal sense of identity and pride. However, at present, the practice of integrating the consciousness of the Chinese nation community into the campus culture construction in border areas still has current problems such as insufficient educational connotation, incomplete collaborative mechanism, and single activity forms. In response to these problems and in combination with the current situation of campus culture construction in schools of border areas, targeted measures have been proposed, thereby assisting border area schools in their campus culture construction efforts while more fully embedding the Chinese people's community ideology and offering valuable insights.

Keywords: consciousness of the Chinese nation as a community; campus culture; frontier school

1 Introduction

The consciousness of the Chinese nation as a community is the collective psychological awareness of people toward the Chinese nation as a unified entity. Carrying out education to strengthen the awareness of the Chinese nation as a community is an important educational task and mission in the new era. Schools serve as vital bases for talent cultivation and key platforms for strengthening the awareness of the Chinese nation as a community [1]. Campus cultural activities center students as the core of educational endeavors, using activities as a cohesive thread to connect all phases of the learning process. This approach facilitates students' formation of deeper understanding, accumulation of experiential knowledge, and personal growth through problem-solving, ultimately actualizing the concept of "learning by doing". Integrating education on strengthening the sense of community among the Chinese nation organically into border schools' campus cultural activities, and fully leveraging campus culture's value guidance, cultural edification, theoretical enlightenment, and spiritual nourishment functions for teachers and students, constitutes the frontline mission for border schools in the new era to cultivate talents capable of shouldering the national rejuvenation [2], which lays a solid foundation for promoting moral education and fostering talent and comprehensively building a modern socialist country.

2 The significant importance of integrating the consciousness of the Chinese nation as a community into campus cultural construction

2.1 Fostering a positive and upward campus culture

Strengthening the awareness of the Chinese nation as a community is an important prerequisite for maintaining ethnic unity and national reunification. Schools in border areas, where students from multiple different ethnic groups coexist on the same campus, can significantly enhance inter-student cohesion by integrating the consciousness of the Chinese nation as a community into campus cultural construction. Due to the special geographical environment, the teaching conditions in border areas vary [3]. In order to create a positive, united and friendly campus cultural atmosphere, integrating the consciousness of the Chinese nation as a community into campus cultural construction has a profound impact on promoting the harmonious development of relations among all ethnic groups. Through the subtle influence of the campus culture, teachers and students can gain a profound understanding of China's basic national conditions as a unified multi-ethnic country, deepen their historical awareness of the Chinese ethnic community, and establish correct views on the country, the nation and values.

2.2 Implementing the fundamental task of fostering virtue and nurturing talent

School education in border areas is of great significance for promoting ethnic unity and enhancing the national quality. The core mission of campus culture construction in schools in border areas is to cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics and labor. As the main thread of ethnic education in the new era, the awareness of the Chinese nation as a community, when integrated into campus cultural construction, can enrich the connotation and carrier of moral education and talent cultivation. From the implicit influence of the material environment to the value guidance of spiritual culture, from the normative constraints of institutional design to the behavioral shaping of practical activities, campus culture can achieve the complete cultivation of the consciousness of the Chinese nation as a community from cognition to emotion, from will to behavior, helping students in border areas establish correct outlooks on life and values, and grow into new era individuals capable of shouldering the great responsibility of national rejuvenation.

2.3 Consolidating the long-term stability and security of the border areas

Social stability and long-term peace and order are the overall goals of border work, and cultural identity is the root of ethnic unity. Campus culture, as a vital platform for inheriting Chinese culture and fostering national unity, cultivates students' sense of belonging and identity toward the Chinese nation through the enduring cultural influence passed down through generations. Embedding the consciousness of the Chinese nation as a community into all aspects of campus culture enables students to internalize this concept organically in their daily study and life, fostering the ideological and actionable commitment of maintaining national unity and ethnic solidarity, while providing enduring cultural momentum and talent support for the long-term stability and security of the border areas.

3 The optimized path for integrating the consciousness of the Chinese nation as a community into campus cultural construction

3.1 Strengthening the educational value of the community symbol

Patriotic education in border regions is of great significance for promoting social stability, and campus culture construction is an important carrier for implementing patriotic education. Integrating the ideology of the Chinese nation as a community into the campus culture construction of border schools can effectively strengthen patriotic education. The first is to create a "diverse yet integrated" visual cultural field. "Diversity in unity" is one of the fundamental connotations of the consciousness of the Chinese nation as a community. In school environments, the value orientation of prioritizing Chinese culture as the mainstream should be emphasized, and dedicated exhibition spaces showcasing outstanding traditional Chinese culture, along with historical halls commemorating the great rejuvenation of the Chinese nation should be created. At the same time, it is necessary to reflect the cultural elements of various ethnic groups in Xinjiang, such as their

intangible cultural heritages, poems, songs and other works, to demonstrate that "all ethnic groups have jointly created Chinese culture". By making use of campus landscape naming, campus sculptures, corridor culture, etc., the concepts such as "Four Commonalities" and "Five Identifications" are visualized into visible and tangible cultural symbols [4]. Second, build cultural corridors to enhance the role of immersive education. Establish a "Chinese Nation Community Experience Hall" to exhibit replicas of historical relics from Xinjiang, archival materials documenting interethnic exchanges and integration, and the achievements of Xinjiang's development in the new era. By applying VR and interactive experience technologies, students can experience the history of the Chinese nation and the value connotation of the community as if they were there. Set up cultural walls in classes, dormitories and other places, encourage students of different ethnic groups to participate together, showcase the cultural characteristics of different ethnic groups and the common life picture to create a sense of "home". Third, refine the presentation of cultural symbols and enhance the expression of educational significance by systematically organizing and integrating campus-based cultural elements, including symbols, slogans, and signage to mitigate superficiality and redundancy. Utilize campus media dissemination platforms, cultural explanations, theme education and other forms to further highlight the profound history and community connotation behind them. For instance, when showcasing the brocade design "Five Stars Appear in the East, Benefiting China", we can narrate the story of the profound unity and shared destiny among all ethnic groups in China.

3.2 Strengthening the consensus on spiritual and cultural construction

Campus culture is both a practical necessity for students' growth and the soul of school life. To strengthen campus culture construction, it is essential to integrate the education on forging a strong sense of community among the Chinese nation into campus culture construction and actively create an educational atmosphere conducive to this goal. The first is to establish a mechanism for spiritual and cultural education. Guided by the "Four Commonalities" as the core thread, the sense of community is reflected in the school motto, school spirit and academic atmosphere, shaping the spiritual foundation of the school's development. Develop curriculum resources based on the principles of jointly exploring the territory, writing history, creating culture, and cultivating spirit, enabling students to form a rational understanding of the Chinese nation as a community through classroom teaching, special lectures, and other educational means. Second, promote cultural exchanges among all ethnic groups and highlight the unity of Chinese culture by identifying the Chinese cultural genes contained in the cultures of various ethnic groups in Xinjiang. For instance, showcase the spirit of patriotism reflected in Uyghur epics like *Twelve Muqams* and Kyrgyz epics such as *Manas*, presenting them through artistic performances, academic forums, and other platforms to elucidate the relationship between these ethnic cultures and Chinese culture. We will carry out activities such as the "Chinese Culture Festival" and the "Grand Exhibition of Ethnic Cultures". Then, we will encourage minority students to showcase their ethnic cultural characteristics and achieve mutual appreciation and learning. Third, we should carry forward the red tradition and fine style, while strengthening ideological guidance. We must fully leverage the educational resources of Xinjiang's red culture, such as the educational functions of the Eighth Route Army Office in Xinjiang and the Linjilu Memorial Hall, integrating the red genes and revolutionary traditions into the construction of the school's spiritual culture. At the same time, considering Xinjiang's development achievements in the new era—such as poverty alleviation and the unity of all ethnic groups as one family—activities like "New Era Xinjiang Stories" lectures should be organized to strengthen students' sense of pride and mission.

3.3 Improving the mechanism for campus culture construction

Integrating education on fostering a sense of the Chinese nation as a community into campus cultural activities in border regions involves infusing the knowledge, values and behavioral norms of this community awareness into campus cultural activities, enabling students to unconsciously construct and consolidate their cognition, attitude and concepts of the

Chinese nation as a community in their minds, ultimately manifesting these in their behavioral expressions. The implementation of this measure necessitates the establishment of a complete mechanism for campus culture construction in border areas. The first is to enhance the collaborative education mechanism by forming a leadership group for community consciousness education, with the principal as the group leader and the heads of relevant departments such as the moral education office, the academic affairs office, the youth league committee, and the logistics office as members. This group will clarify departmental responsibilities and implement an education model that is "all-staff, all-round, and all-process" [5]. Additionally, a cross-departmental collaborative mechanism should be implemented to incorporate the education of community consciousness into all aspects of school operations, including teaching management, student management, campus management, etc., while upholding the principle of unified school governance. The second step is to refine the assessment and incentive system. Establish quantitative standards as the basis for assessment, incorporate the implementation of the school's community consciousness construction into teacher performance evaluations, and provide rewards for teachers who demonstrate excellence in campus culture development. The assessment of the effectiveness of campus community awareness education for students should be conducted across three dimensions: cognitive, emotional, and behavioral levels, and incorporate the assessment results into student commendation and award criteria. Third, enhance the support system and strengthen resource allocation. Establish a dedicated fund for campus cultural construction to ensure adequate funding for cultural facility construction, activity organization, teacher professional development and other work. Additionally, establish an expert guidance mechanism for campus culture construction, inviting experts in ethnology and education to provide professional support for school culture construction, and enhance the scientific validity and effectiveness of the construction.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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