

## Four-Dimensional Paradigm Thinking on Enhancing Chinese Cultural Identity Education for College Students in China

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**Keywords:** Chinese colleges, Chinese culture identity, Identity mechanism, Four-dimensional paradigm

**Abstract:** The current college students are the main force and reserve talents for the future construction of China. Chinese colleges and universities can follow the four-dimensional paradigm of mainstream culture, border security, identity mechanism and educational management talents to enhance Chinese cultural identity education for college students, so as to cultivate more talents who are committed to the development of socialism construction with Chinese characteristics for China.

### 1. Introduction

Due to the different language, thinking, living habits, family education and other factors of Chinese college students themselves, coupled with the fact that there are still many unstable factors at home and abroad, their perception of Chinese culture has certain peculiarities.

Chinese colleges should not only cultivate the academic knowledge of college students, but also forge and refine their ideological and moral qualities. Only in this way will China's social stability, economic prosperity and development, and the good life of the people have a basis for talent guarantee. The current research in this area is mainly concerned with the promotion of Chinese culture in the ideological and political education of college students, or the deep interpretation of Chinese cultural identity at the theoretical level. However, the results of the deep discussion on the paradigm of Chinese cultural identity education paths for college students in China are not enough. Therefore, this paper attempts to make an attempt in this regard and proposes the following four-dimensional paradigm to enhance Chinese cultural identity education for college students in China.

### 2. Mainstream Culture Dimension-Establishing Modern Culture as the Leading Mainstream Cultural Concept

As a trend of thought, modern culture should be based on the present and guide the new trend of culture. That is to say, it arises from the general environment of modern society, created by modern people on the material basis of modern society, and can serve the development of modern society, lead the development trend of modern social construction, and promote modern society from civilization to civilization and from progress to progress of human thought trends [1].

Socialist values refer to the standard system by which people living in contemporary society have a general cognition of the nature, characteristics, and goals of current Chinese socialism, and make judgments of right and wrong, good and evil, honor and disgrace, based on their own cognition, about their own and others' behavior or things, as well as make rational judgments and evaluations of the causes and goals and spiritual goal pursuits they undertake [2]. Modern culture is the contemporary Chinese culture, and identification with Chinese culture actually requires individuals to identify highly

with modern culture emotionally. Modern culture must keep pace with the times and serve the public, starting and ending with the fundamental interests of people, and be recognized and loved by the public. In this sense, the core socialist values that can unite the will and strength of the whole Chinese society are the core content of modern culture.

Enhancing Chinese cultural identity education for college students in China must establish the mainstream cultural concept of college students led by modern culture, make them adhere to the direction of modern culture, actively practice the leading role of socialist core values, and continuously improve the quality of science and culture and ideology and morality. On the one hand, based on the campus culture construction, the education of socialist core values is incorporated into the daily education of college students. Chinese colleges and universities can promote and educate college students in their daily life in all aspects through campus slogans, banners, cultural performances, thematic boards, cultural bulletin boards, lectures, speeches, thematic league-branch activities, online thinking and politics, etc., so as to enhance college students' ability to resist undesirable values such as money worship, pleasure and merit, and make socialist core values internalized in their hearts and externalized in their actions. On the other hand, with modern culture as the leader, we should encourage college students to respect and tolerate different cultures. In the education of Chinese identity for college students in China, emphasis should be placed on using “civilization”, “harmony”, “equality”, “justice” and other socialist core values to guide college students to respect different cultures and the differences between cultures. Colleges should cultivate students' awareness of tolerance of different cultures, and respect and absorb the strengths of all ethnic cultures. However, while respecting and tolerating different cultures, it is also necessary to resolutely resist some cultures that are not conducive to national unity, social stability and ethnic unity.

### **3. Border Security Dimension - Transforming the Concept of Border Security Maintenance**

With the rapid development of globalization, traditional security has been transformed into non-traditional security. Traditional security threats such as war are far away, but with the improvement of people's living standard, new security forms such as network security, information security and financial security are closely related to people's life. The potential danger of such non-traditional security affects the life and study of Chinese college students to a certain extent, and the concept of human security maintenance should be changed.

College students in Chinese colleges and universities should change their traditional security concept, establish a non-traditional security concept, and form a correct non-traditional security concept focusing on the security and stability of the frontier. In terms of the ultimate goal, maintaining frontier security in China is to maintain the unification of the motherland and social stability [3]. To carry out education on the awareness of Chinese cultural identity among college students in Chinese colleges and universities, it is necessary to include the maintenance of border security in education, so that college students in Chinese colleges and universities can establish a sense of responsibility to protect their country.

To this end, it is necessary to start from the following three aspects. First, from the school side, Chinese colleges and universities should advocate and promote the concept of border security maintenance based on cultural construction, so as to change the traditional security concept of college students in their minds and form a correct non-traditional security concept. Secondly, from the perspective of teachers and student managers, Chinese college teachers and student management workers should also focus on border security maintenance. They should make timely observations and communicate with college students to find out the first signs and provide timely education and guidance so that students can establish the correct concept of border security maintenance. Finally, from the viewpoint of carrying out measures, Chinese colleges and universities should form expert preaching groups, follow-up investigation groups, concern guidance groups, and observation and

feedback follow-up groups. They should strive to form the concept of border security maintenance among teachers and students, so as to continuously promote border security education in the scope of the whole college to carry out in depth.

#### **4. Identity Mechanism Dimension-Construction of Chinese Cultural Identity Mechanism for College Students in China**

Chinese cultural identity education for college students is a long-term systematic project, which requires the use of a systemic approach to build a Chinese cultural identity mechanism for college students in Chinese colleges and universities. In terms of the education system, firstly, Chinese colleges and universities should establish a Chinese cultural identity education guidance office to carry out overall coordination, planning, supervision, survey feedback and rectification work for Chinese cultural identity education in campuses. Secondly, the deployment of responsibilities for Chinese cultural identity education in relevant departments of schools should be clearly. For example, the school's publicity department does a good job of publicizing and explaining the policies and guidelines of the Ministry of Education or the Regional Education Work Committee regarding Chinese cultural identity education. They should make good use of the campus culture construction platform to organize and plan activities to commemorate the day. The College of Marxism gives full play to the function of the main channel of ideological and political education class for educating people in ideology and politics, and takes specific measures such as combining inside and outside the classroom and combining theoretical and practical classes. The school student management department and the Youth League Committee should implement Chinese cultural identity education in the daily life management of college students through the counselors and student unions of each department and college. The academic affairs department of the school will guide the construction of the curriculum of the departments and colleges to increase the content of Chinese cultural identity education. At the same time, the teaching supervisory team is organized to listen to and supervise the relevant contents in the classroom. The logistics service department of the university should not only do a good job of promoting the traditional Chinese food culture to the young college students, but also actively promote to them the contents of traditional Chinese culture such as saving food, opposing waste, cherishing the fruits of labor and keeping hygiene. Finally, the Chinese Cultural Identity Education Guidance Office of Chinese Colleges and Universities actively does a good job in deploying various departments of universities and strives to promote Chinese cultural identity to develop continuously and deeply. For example, the content, goals and plans of Chinese cultural learning for teachers or students concerned are formulated so that teachers and students can be targeted in their learning of Chinese culture, especially the learning of excellent Chinese traditional culture, and implement the Chinese cultural identity policy in a serious and proactive manner. Developing Chinese cultural identity learning requirements for school administrators in various departments so that they have a clear understanding of the requirements of the Chinese cultural identity education policy and eliminate any ideological bias in their implementation.

In addition, the construction of Chinese cultural identity mechanism for college students in China also needs to establish the problem awareness in the implementation practice. The mechanism needs to constantly generalize, summarize, and conclude the past experiences and shortcomings. Then, it should constantly adjust, improve and refine the implementation measures in the reflection, and use them to implement the practice again, so that the Chinese cultural identity education of college students can be truly implemented in practice by the cycle of practice - awareness - practice. This systematic process should always be guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Only with a high degree of political standing can we continuously unify our thoughts and build consensus, and we can continuously enhance Chinese cultural identity in practice.

## **5. Education Management Talent Dimension-Education Management Talent Team Building**

Whether Chinese cultural identity education can be implemented in the daily life of college students depends on the level of awareness and subjective willingness of Chinese cultural identity among education managers in Chinese colleges and universities. Therefore, the construction of educational management personnel in colleges and universities is related to whether the daily education of Chinese cultural identity of college students can be implemented.

First of all, establishing the principle of moral education, improve the political position.

The spirit of General Secretary Xi Jinping's speech at the National Conference on Ideological and Political Work in Colleges and Universities specifies that the ideological and political education work in colleges and universities follows the fundamental principle of cultivating people with moral character. The conference put forward that the ideological and political work in colleges and universities must realize the whole process and all-round cultivation of people, which fundamentally points out the problem of how to cultivate people in colleges and universities, and points out the direction and requirements for the current work of cultural identity education in Chinese colleges and universities. At the same time, it is clearly required to cultivate people in the whole process and in all aspects [4].

Chinese cultural identity education of college students in Chinese colleges and universities not only relies on the education of teachers, but also requires the education managers of all departments in colleges and universities to educate people throughout the whole process and in all aspects [5]. Therefore, Chinese colleges and university education administrators should also focus on the basic task of “establishing morality and educating people”, strengthen ideological and political learning for university education administrators, improve political standing, clarify the importance of establishing morality, always put “morality” in the first place, and put the importance of education management in the cultivation of students who are responsible for the rejuvenation of the Chinese nation. The importance of education management is placed on the strategic level of cultivating new people of the times who will take up the responsibility of rejuvenating the Chinese nation and builders and successors of the socialist cause. At the same time, the education administrators are provided with academic upgrading and business training, so that they can adhere to the orientation of education and follow the laws of education management.

Secondly, a scientific assessment and professional title promotion system should be established.

According to the characteristics of education management, Chinese colleges and universities should improve the education level and business work level of education administrators. At the same time, they should also open up promotion channels for education administrators and realize the ranking treatment. At present, scientific research still accounts for a large proportion of the title evaluation criteria of some Chinese colleges and university education administrators. In fact, educational management has become more and more heavy due to the expansion of students, the scientific research condition for title promotion has remained unchanged, and the increased workload of educational administrators and the unchanged condition for their title promotion have gradually become unreasonable. In fact, the main task of college and university education administrators is education management. It is more reasonable to promote titles with work performance as the main task and scientific research conditions as the supplement, among which the scientific research requirements of education administrators should be relatively relaxed than those of teachers. Otherwise, in order to achieve title promotion, education administrators put a lot of energy on scientific research, which will certainly affect the effectiveness of their educational management work for college students. However, we should also pay attention to the fact that the scientific research requirements of education administrators should not be too low, otherwise it will cause the brain drain phenomenon due to the dissatisfaction of university teachers with the current title evaluation system of colleges and universities. On the other hand, as far as education administrators are concerned, college students

respect and are more willing to accept education administrators with higher titles, which is also very beneficial to the implementation and development of Chinese cultural identity daily education among college students. Therefore, Chinese colleges and universities should reasonably formulate a scientific assessment and evaluation and title promotion system according to the special characteristics of the educational management talent team in order to promote the construction of the educational management talent team.

Finally, the education management team should be regulated by system construction.

System is a top-down set of compulsory and binding norms of human behavior, which is the companion of human society. A scientific and sound system is a guarantee for the continuous development and progress of human beings. “The standardization of management work needs to be followed by rules and regulations. A perfect regulation system is an important guarantee to ensure the implementation of management and education on the ground. For college and university education management team, scientific selection system, training system, assessment system and guarantee system are the source of stimulating the vitality of management team. [6]” Only by standardizing and strengthening the educational management team of Chinese colleges and universities with system construction can the education of Chinese cultural identity run through the whole course of higher education.

At present, China has “embarked on a new road to achieve the second hundred-year goal” [7]. On the new road of catching up, the happiness index of Chinese people of all ethnic groups needs to be constantly satisfied. The environment of life needs to be lastingly safe and stable, which are inseparable from the construction of China's talent team [8]. Chinese universities are the cradle for cultivating talents for the construction of a modernized and powerful country. College students are the main force and reserve talents for China's future “building a modern socialist country, winning the great victory of socialism with Chinese characteristics in the new era, and realizing the Chinese dream of great rejuvenation of the Chinese nation”. To educate Chinese college students on Chinese cultural identity, actively explore and explore the paradigm of cultivating the path of Chinese cultural identity among college students, and explore the law of Chinese identity education for contemporary Chinese college students, is conducive to helping them establish common ideals and forge a sense of Chinese national community, so as to cultivate more talents for the Party and the country who are committed to the construction and development of socialism with Chinese characteristics.

## **Acknowledgement**

Foundation Project: The Phased Achievement of the Humanities and Social Sciences Project of the Scientific Research Program of Universities in Xinjiang Uygur Autonomous Region “Research on the Consciousness of the Chinese Nation Community of College Students in Xinjiang” (XJEDU2021SY04).

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