

On the Influential Factors of “Five Identifications” Education of Ethnic Minority Students

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Abstract: China is a multi-ethnic country with the largest population in the world. According to the latest census data, China’s non-Han population is about 113792211, accounting for 8.41 percent of the total population. Therefore, the study of ethnic minorities has become an important topic in academic circles, and how to make these ethnic minorities with different customs in different regions have a consistent identity with the same motherland has become the focus of academic research. As the future development of minority students in multi-culture is one of the key points, this paper analyzes its development and influential factors through the educational practice of “Five Identifications” of ethnic minority students.

1. Introduction

“Five Identifications” refer to the recognition of our great motherland, the Chinese nation, the Chinese culture, the Communist Party of China and socialism with Chinese characteristics. It is the concrete embodiment of correct national, religious, historical and cultural views, and is also the fundamental goal to be achieved in the education of national unity and the enhancement of national cohesion. As the main constructor of socialism in the future, strengthening the education of “Five Identifications” of college students in the future of our country is conducive to the cultivation of their socialist values and the strengthening of their beliefs in building socialism. The identification education of minority college students from the border area is one of those important tasks. So what are the factors that make the education of the concepts of “Five Identifications” more effective? This is what we are going to focus on today.

2. Influential Factors from Family

Family education is the education that a person must experience when he grows up. It is the one that exists as the foundation of social and school education. The influence of family education on a person is lifelong. A good education will be reflected in one’s behaviors and thoughts and a good family education also can enable a person’s values, outlook on life and world outlook to be correctly established. A good family education is also very beneficial to the cultivation of the concept of “Five Identifications”, especially in the areas where the ethnic minorities live in a concentrated area, so family education is even more important to “Five Identifications”. Because in many autonomous areas of China’s ethnic minorities, taking the Tibetans and Xinjiang Uighurs as the example, they all have their own religious beliefs and deities. However, the Marxist atheism advocated in this new era can be said to conflict with each other. Parents’ religious beliefs are often passed on to their children, especially those who have not received cultural education. They do not have a clear understanding of “Five Identifications”, let alone imparting knowledge to them like children. Therefore, many minority college students even question “Five Identifications” because of their own family factors. So we can see that ethnic minority families with religious backgrounds have a negative effect on the penetration of educational concepts of “Five Identifications”. So, how to input the education to ethnic minority students with religious beliefs has become a task that colleges and society have to undertake.

3. Influential Factors from School

As an important place to educate people, the school undertakes the education of “Five Identifications” in minority areas. Of course, colleges and universities in minority areas always take patriotism education as the core of their ideology to educate students. Some schools connect students with their motherland, nation and religious beliefs by holding lectures, showing films, organizing exhibitions of photographs, and other educational methods. In this way, students’ national concepts will be weakened and religious beliefs can be strengthened. They become capable of assuming responsibility for motherland and society. However, the actual practical results are indeed uneven. In some more developed areas, students are carrying out Sinicization education while receiving their own ethnic education. This mode of education has deepened students’ sense of identity with Chinese nation, and is more conducive to the education of the concept of “Five Identifications”. However, in some remote areas, the acceptance of information from outside world is low because of their own obfuscation. This also makes the education of ethnic minority students still in the backward stage, their degree of Sinicization is low, and naturally it is also disadvantageous to the education of “Five Identifications”, so it is extremely important and urgent to strengthen the education support for the remote and ethnic minorities.

4. Influential Factors from Society

As a result of the violent terrorist activities launched by many religious extremists in the name of ethnic minorities in previous years, which have had an extremely bad impact on society, there has been a decline in the sense of identity and sensitivity of some members of the community towards the people of ethnic minorities, so that ethnic issues become the key issue. As for these minority students admitted to colleges and universities, because of their education, customs and habits, they are different from Han students, so their sense of belonging is not strong and it is easy for them to produce estrangement. Therefore, at the social level, the differences among ethnic minorities should be downplayed. Especially when colleges and universities carry out “Five Identifications” education, they should take into account the psychological activities, customs, religious beliefs and national cultures of ethnic minority students. Therefore, the differences between them and Han nationality students are diluted, and the concepts of “Five Identifications” play a better role in guidance and education. Only when the society treats ethnic minorities amicably, can the sense of identity and belonging of ethnic minority students be stronger, and Chinese nation become more cohesive and vital.

5. Influential Factors from Individual

As minority college students, self-education is also very important. In colleges and universities, ethnic minority students with different specialties are different in national feelings, their cognition of Chinese nation and their sense of identity with socialism. Students from different majors have different perceptions, feelings and recognition of Chinese nation. On these points, the understanding of ethnic minority students in literature and history is obviously higher than that of minority nationality students in science and technology, which is really due to the limitations of their majors. Students from cultural and historical majors can come into contact with the development of Chinese nation and their splendid cultural heritage and outstanding civilization in the course of professional study. Therefore, as ethnic minority students themselves, they should strengthen their own education and participate in more activities such as lectures and forums on propagating patriotism and national unity, read more books about national communication, increasing national identity, so as to deepen their understanding of the concepts of “Five Identifications”, and promote their ideological quality.

6. Influential Factors from Economy

Economic construction in minority areas is an important part of China’s annual financial

expenditure, especially when the economic construction of minority areas has been attached great importance to by the central government due to some proposed strategies, such as the “Belt and Road” and Western Development strategies in recent years. Among them, the construction of large-scale basic projects makes some mainland talents pour into minority areas and inject new vitality into regional development. These economic constructions make people in minority areas provide a series of job opportunities, and promote the development of regional economy and the improvement of people’s life. Therefore, with the development of economy, the education of the concepts of “Five Identifications” in these originally impoverished areas has become more important. Due to the original economic backwardness, the degree of implementation of education work is also poor, leading to an even more urgent task for “Five Identifications” education of people of these regions. Economic development in these minority areas has become an important measure to promote the “Five Identifications” education of ethnic minority people and university students. Only in this way can education be supported by more funds, education forms, educational techniques and educational equipment. Only with these continuous progress can the “Five Identifications” education become simpler and more effective. As an important symbol of the existence of cultural soft power, the construction of “Five Identifications” is closely related to the level of economic development in ethnic minority areas, and economic development provides material protection for the progress of education. The development of education has played a leading role in economic development. Therefore, in promoting this education, we must adapt to the level of local economic development, so that it can be improved as soon as possible and the education can be better developed.

7. Influential Factors from Region

Different ethnic groups living in different regions have obvious differences in the education of “Five Identifications”. Taking ethnic minority college students from Yunnan Province which has the largest number of ethnic minorities in the south as the example, because Yunnan Province is located in the southern border area of China which has developed trade, some Han compatriots in the mainland flood into it for economic activities. It has led to the development of Yunnan's economy. In recent years, Yunnan’s tourism industry has got a great development. A large number of mainland tourists are attracted to Yunnan. The local minority culture is one of the most important attraction factors, so the local minority nationality has a strong degree of Sinicization, and there are many famous universities in Yunnan that attract a lot of minority students. It is precisely because of these two factors that the "five identifications" education has developed well in Yunnan and the whole southern region. While the Xinjiang region, located in the northwest of China, due to its temperate continental climate and the fact that the main residents of the region are Uygur people, the local autonomy of the autonomous region is relatively high, and its cultural characteristics are extremely distinct. These have also made the penetration of Sinicization less and more difficult, and the education of “Five Identifications” has been more difficult to develop. However, with the development of national policies in recent years, high schools in Xinjiang inland have been set up in many inland provinces and regions. Education between these two provinces has made it possible for many Xinjiang students to spend their senior high school and even their further junior high school life in the interior. The change in the growing and learning environment has made the development of “Five Identifications” education more successful and effective for these students. Therefore, in the process of identification education for minority college students, different education methods should be adopted according to local conditions.

8. Conclusion

Contemporary college students, as the main constructors of the future of society, should be highly valued, among which, as minority college students, are the important key to get rid of poverty in some minority areas. They come from different nationalities and different regions with different national cultures, but they must agree with the motherland. The education of “Five

Identifications” is necessary and meaningful for ethnic minority students who bear the dual responsibility of inheriting national culture and Chinese civilization. Therefore, only by fully grasping the factors that affect the education of the “Five Identifications” of ethnic minority students, can the education of “Five Identifications” be better developed and the ethnic minority students identify with the great motherland, the Chinese nation, the Chinese culture, the Communist Party of China, and socialism with Chinese characteristics, making the psychological health of college students more healthy and the Chinese cohesion more cohesive.

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