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# Practical Research on Creating a Strong Sense of Community for the Chinese Nation in Universities within the "Great Ideological and Political Education" Framework

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**Abstract:** In the context of ongoing multicultural exchange and accelerating globalization, cultivating a strong sense of community for the Chinese nation among university students has become an essential component of maintaining social cohesion and supporting stable national development. This study investigates practical approaches within the Great Ideological and Political Education framework in universities to strengthen students' identification with shared history, culture, and collective responsibility. It explores how integrated classroom teaching can deepen students' understanding of cultural continuity and mutual respect, how campus cultural activities can create inclusive environments that encourage interaction among diverse groups, and how social practice programs can connect theoretical learning with real-world experiences that foster cooperation and shared purpose. The study also examines the role of digital platforms in broadening the reach of educational content, enhancing participation, and promoting positive narratives that highlight unity and collaboration. In addition, the research analyzes faculty development strategies that support educators in delivering coherent and engaging content, as well as institutional mechanisms that provide long-term, systematic guarantees for this form of educational work. Through a comprehensive review of these interconnected practices, the study outlines how universities can more effectively build an environment in which students gradually internalize a collective identity grounded in shared values, mutual support, and forward-looking development.

**Keywords:** the Great Ideological and Political Education; universities; Chinese nation; sense of community; practice

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## 1. Introduction

In the context of accelerating globalization and growing cultural diversity, strengthening university students' sense of community for the Chinese nation has increasingly become a central responsibility of higher education institutions. As the framework of "Great Ideological and Political Education" continues to evolve, universities are expected to construct an integrated system that aligns value formation, knowledge acquisition, and practical engagement. Such a system not only supports students in developing a clearer understanding of shared cultural roots and collective development goals but also enhances cohesion and a stable sense of belonging among students from different backgrounds. Existing studies emphasize the necessity of embedding this sense of community into theoretical instruction, campus cultural construction, and experiential learning; however, practical models and long-term implementation mechanisms remain

insufficiently systematized. In many cases, teaching activities, cultural initiatives, and social practice programs still operate in isolation, limiting their ability to form a coherent educational force. Therefore, this paper examines the current situation, concrete practices, and emerging challenges in cultivating this sense of community within universities. It further proposes targeted strategies to reinforce coordination across classroom teaching, cultural activities, faculty development, and institutional design, aiming to deepen and optimize educational efforts under the "Great Ideological and Political Education" framework. Through this approach, the study seeks to provide a more comprehensive foundation for enhancing students' understanding, participation, and internalization of shared identity in contemporary higher education [1].

## **2. Connotation and Importance of the Sense of Community for the Chinese Nation**

The sense of community for the Chinese nation refers to a shared understanding of jointly building, sustaining, and advancing the overall national collective. It reflects the lived reality of long-standing interaction, exchange, and mutual learning among all ethnic groups, and expresses a common recognition of working together toward a harmonious and prosperous shared homeland. This sense of community also embodies the awareness that all groups shoulder collective responsibilities in long-term national development, which requires maintaining unity, promoting cooperation, and contributing to social progress. When such a consciousness is internalized, diversity becomes a source of vitality, and stability can be achieved through respectful coexistence and mutual support [2].

In addition, this shared sense highlights the collective appreciation of cultural traditions and the shared enjoyment of the benefits produced through modernization. It emphasizes that all ethnic groups should value the cultural heritage of *Zhonghua wenhua*, view it as a foundation for common identity, and jointly participate in and benefit from social and economic development. Through this process, students and citizens alike can strengthen their sense of belonging and cultivate a more active, confident, and engaged attitude toward the broader national community.

Recent guiding principles underscore that fostering a strong sense of community for the Chinese nation is essential for promoting high-quality governance of ethnic affairs and requires contributions from all sectors of society. Relevant discussions further reiterate that this sense of shared identity should serve as a guiding thread in addressing ethnic-related matters and that efforts must focus on building a stable framework that emphasizes cooperation, shared responsibility, and coordinated development. Such guidance clarifies the importance of helping people from different backgrounds understand that they share common interests, challenges, and aspirations associated with collective progress.

For university students, possessing a firm and clear sense of community is vital to the sustainable advancement of education, the promotion of unity, and the cultivation of regional and national cohesion. In this context, establishing a comprehensive model of "Great Ideological and Political Education" becomes particularly important. This model aims to integrate curriculum design, campus culture, and practical activities into a coherent system that provides sustained support for fostering shared identity. By doing so, it helps translate guiding principles into concrete educational practices, strengthens the ideological foundation of unity, and encourages students from all ethnic groups to participate more actively in the long-term development of the national community [3].

## **3. Current Status of Creating the Sense of Community for the Chinese Nation among University Students**

The integration model of "the Great Ideological and Political Education" within university education plays a vital role in shaping young people's sense of national self-esteem, cultural confidence, and social responsibility. As a core component of higher education that fulfills the fundamental mission of fostering virtue and nurturing talent,

ideological and political education carries the essential function of cultivating well-rounded individuals who can adapt to the needs of the times. Its importance has long been acknowledged, and universities are increasingly expected to enhance its depth, expand its scope, and improve its effectiveness. Only through sustained innovation, an emphasis on comprehensive quality development, and the cultivation of cultural confidence can universities provide students with a stable foundation for participation in national development and social advancement [4].

Under the guidance of practical social investigations and experiential learning, incorporating the shaping of core socialist values into professional teaching can help students progress from initial perception to rational understanding of the sense of community for the Chinese nation. This process also enables them to move from emotional resonance to conscious internalization, and ultimately from theoretical recognition to the unity of knowledge and action. Such integration not only supports the formation of coherent educational pathways but also offers useful models and theoretical references for the ongoing improvement of teaching practices in higher education institutions. Facing new developmental requirements, ideological and political education must strengthen its overall design, deepen the integration of the sense of community for the Chinese nation into classroom content, and ensure the accurate application of relevant theoretical frameworks and policies. It is also important to enhance the professional development of teaching faculty, refine thematic instructional methods, and fully leverage the educational value of various courses to construct a comprehensive ideological and political education structure suited to contemporary needs. By doing so, universities can foster a supportive and culturally rich environment conducive to the healthy growth of students [5].

Survey results and practical observations indicate that most university students possess a relatively strong sense of identification with the motherland, the Chinese nation, Chinese culture, and contemporary national development. Many students acknowledge the idea that all ethnic groups form a community with a shared future. However, differences can still be observed in the depth of understanding and the sources from which students acquire relevant knowledge. Some students remain at a perceptual or superficial level of understanding and lack a deeper grasp of the historical background, cultural logic, and theoretical framework underlying the concept. A small portion of students demonstrate weaker emotional engagement, which is reflected in insufficient awareness of or participation in activities that promote unity and progress. In addition, some students have yet to effectively translate their sense of community into daily behaviors, proactive involvement, or a conscious assumption of responsibility.

A more comprehensive and nuanced understanding of the significance of cultivating a strong sense of community for the Chinese nation is therefore needed. Enhancing university students' level of identification with this shared sense is not only an educational requirement but also an essential component of achieving high-quality development in ethnic-related education in the new era. By strengthening students' cognition, emotion, and practice in this regard, universities can better promote coordinated development among different groups, contribute to a harmonious campus environment, and build a solid foundation for long-term social cohesion.

#### **4. Specific Practices at Our University for Creating the Sense of Community for the Chinese Nation**

##### *4.1. Organizing Ethnic Cultural Exchange Festivals*

As an established teacher-training university with a 79-year history, our institution has for decades emphasized the inheritance of excellent traditional culture and maintained a sustained commitment to education for ethnic unity. With a continued focus on supporting the development of students from different ethnic backgrounds, the university has organized Ethnic Cultural Exchange Festivals for many consecutive years.

These festivals serve as an inclusive platform through which students from various ethnic groups can present their distinctive cultural expressions. Carefully designed performances, prepared and presented by more than 200 students from 26 ethnic groups such as Han, Yi, Tibetan, and Qiang, vividly display cultural diversity while highlighting shared emotional bonds. Through music, dance, costumes, and storytelling, students express their gratitude for a peaceful and fulfilling life, their aspirations for a promising future, and their positive attitudes toward the country's development.

While celebrating cultural "diversity," the activities also emphasize recognition of the "integrated whole" guiding students to realize that the cultural traditions of different ethnic groups all form integral parts of Zhonghua wenhua. By encouraging reflection on shared cultural roots and values, the festival helps students deepen their identification with the broader cultural community and enhance their understanding of the collective identity that binds different groups together. Over time, this event has become an important educational practice for strengthening cultural confidence and fostering strong bonds among students from all walks of life [6].

#### 4.2. Establishing Social Practice Teams

The university has also prioritized experiential learning as an essential approach to cultivating the sense of community for the Chinese nation. Over three consecutive years, teams of students and faculty members participated in summer social practice activities in Yuexi County, Liangshan Prefecture. The activities, themed "*Harbor for Children's Hearts, Warm-hearted Assistance in Studies*," focused on academic support, cultural exchange, and community service. Through interactive teaching approaches, the teams promoted the use of standard spoken and written Chinese while disseminating scientific knowledge, educational resources, cultural information, and basic health literacy among local residents.

These efforts effectively facilitated harmonious interaction between Han and Yi communities and contributed to improved communication and social integration. The project was selected for inclusion in the 2024 10th National University Student Social Practice Showcase organized by *China Youth Daily*, reflecting its broader social impact and educational value.

Beyond its social significance, the practice also played an important role in students' personal and professional development. Through sustained engagement in real-world contexts, team members strengthened their value identification and cultural confidence. Among the ten participants, one was admitted to a postgraduate volunteer teaching program with the highest overall academic performance in the university, four were successfully recommended for postgraduate study, and two passed competitive teacher recruitment examinations.

In addition, students' professional competencies were substantially enhanced through practice. Their skills in interviewing, academic writing, photography, video production, and new media communication improved markedly in authentic settings, while their abilities in research report writing, teamwork, and complex problem-solving also developed significantly. Overall, these practice activities functioned as a multidimensional training platform that effectively integrated professional skill development with civic responsibility.

#### 4.3. Conducting Forums for Ethnic Minority Students

To further understand students' needs and support their growth, the university regularly holds forums specifically designed for ethnic minority students. These forums aim to obtain a clear understanding of students' academic experiences, living conditions, personal challenges, and career-related concerns. Through open and equal communication, the university conveys care and support, offering targeted assistance such as academic tutoring, life guidance, psychological consultation, and career planning

resources. By addressing both academic and non-academic needs, the forums strengthen students' sense of belonging, security, and personal recognition within the university community.

At the same time, the forums naturally integrate education on the sense of community for the Chinese nation into discussions and activities. Through dialog, shared experiences, and reflective learning, students are encouraged to recognize their role in promoting unity and contributing to collective development. This approach supports them in becoming active participants and advocates of ethnic harmony, fostering not only personal growth but also a deeper understanding of the shared identity that connects all groups. Over time, these forums have become an important mechanism through which students develop stronger emotional identification and a heightened willingness to engage in community-building efforts [7].

## **5. Practical Pathways for Universities to Forge the Sense of Community for the Chinese Nation**

Within the framework of "the Great Ideological and Political Education," universities should make full use of classroom teaching, campus culture, social practice, faculty development, and institutional systems to cultivate a strong and enduring sense of community for the Chinese nation. By embedding this consciousness into every aspect of education and management, universities can form a holistic and synergistic cultivation system that supports students' moral growth, cultural understanding, and social responsibility [8].

### *5.1. Integration into Classroom Teaching*

To begin with, ideological and political theory courses should explicitly incorporate content related to the historical formation, cultural inheritance, and core meaning of the sense of community for the Chinese nation. Through systematic and well-structured teaching, students can gain a deeper understanding of the historical origins, cultural traditions, and spiritual continuity that bind different groups together. Beyond theoretical instruction, integrating vivid practice-based cases—such as examples of rural communication improvement, local public opinion responses, or community-based media narratives—into specialized courses including News Interviewing, Introduction to Communication Studies, and Basic Writing can effectively enrich professional training. These cases help students link theoretical knowledge with real social contexts, thus strengthening their analytical abilities and enhancing their capacity to internalize and apply the concept of national community in practical scenarios. Through this combined approach, classroom teaching becomes not only a cognitive process but also an important channel for building emotional identity and value recognition [9].

### *5.2. Carrying Out Campus Cultural Activities*

Campus cultural activities also serve as essential pathways for fostering shared identity. Universities should encourage and support student organizations to plan and implement activities themed around the sense of community for the Chinese nation. These may include ethnic cultural exchange fairs, historical lectures, theatrical performances, ethnic food festivals, and sports events featuring traditional games. Through such activities, students gain firsthand exposure to diverse cultural expressions while simultaneously recognizing the interconnectedness of different traditions. These collective experiences help create a vibrant cultural atmosphere that visibly demonstrates unity, harmony, and mutual respect. Over time, these activities naturally cultivate a strong emotional foundation and enable students to develop a deeper understanding of cultural diversity within the unified framework of *Zhonghua wenhua* [10].

### *5.3. Strengthening Social Practice*

Social practice is another indispensable component in deepening students' theoretical understanding and transforming it into genuine recognition. Universities can organize investigations focusing on ethnic regions, urban communities, and areas undergoing social development. Through field research, interaction with local residents, and problem-oriented observation, students learn to construct research reports that reflect social realities. Volunteer teaching programs in primary and secondary schools located in ethnic regions are particularly effective, as students not only transmit knowledge but also act as bridges for cultural exchange, conveying care and support to children and fostering mutual understanding. Activities that assist local residents in learning the national common language help reduce communication barriers and enhance local development capabilities. These real-world experiences strengthen students' sense of responsibility, empathy, and mission, allowing them to internalize the value of unity and cooperation in a concrete and meaningful way [11].

#### *5.4. Enhancing Publicity on Digital Platforms*

Given the increasing influence of digital media, universities should actively utilize new media platforms such as Weibo, WeChat, short video platforms, and Bilibili to disseminate content related to the sense of community for the Chinese nation. Through digital storytelling, documentary-style short videos, themed posts, and creative multimedia productions, educational messages can reach a wider and more diverse audience. Meanwhile, universities may organize online essay contests, photography competitions, or short video challenges, encouraging students to use images, films, and words to record stories of unity they observe in daily life. Designing interactive online quizzes or mini-games related to the topic also helps increase participation and makes learning more engaging. These digital communication strategies significantly extend the influence of campus education, making it possible for students to learn and reflect anytime and anywhere [12].

#### *5.5. Strengthening Faculty Development*

A strong teaching faculty is fundamental to advancing education on the sense of community for the Chinese nation. Universities should provide ongoing professional development through workshops, seminars, and training programs that enhance teachers' understanding of relevant theories and improve their pedagogical abilities. Teachers should be encouraged to integrate this concept naturally into their specialized courses, ensuring that every subject contributes to the development of students' value orientation. Additionally, establishing an environment in which all faculty and staff participate in cultivating students—both inside and outside the classroom—helps form a comprehensive educational force that supports students' intellectual growth, emotional development, and moral commitment.

#### *5.6. Improving Institutional Systems*

Improving institutional systems is essential for ensuring long-term effectiveness. Universities should establish and refine mechanisms related to curriculum design, teaching evaluation, and incentive policies that support education on ethnic unity and the sense of community for the Chinese nation. Clear guidelines can help standardize student activities that promote unity and mutual assistance. Recognizing and rewarding students who demonstrate exemplary performance—such as leadership in cultural exchange, volunteer service, or community-building—provides positive role models and encourages broader participation. Through institutional support, educational activities become more sustainable, systematic, and impactful.

Creating a strong sense of community for the Chinese nation within the framework of "the Great Ideological and Political Education" is a long-term endeavor requiring sustained commitment, practical innovation, and coordinated efforts from all sectors of

the university. By fully leveraging their advantages in talent cultivation, resource integration, and social service, universities can continually enhance practical pathways and contribute to fostering high-quality talents who possess firm cultural confidence, strong social responsibility, and deep identification with the shared national community [13].

## 6. Conclusion

Creating a strong sense of community for the Chinese nation in universities is a sustained and systematic effort that calls for the joint participation of educational institutions, teachers, and students. Within the broader framework of the Great Ideological and Political Education system, this task must be advanced through coordinated actions across multiple dimensions. By strengthening classroom teaching, enriching campus culture, deepening social practice, expanding the influence of digital communication, enhancing faculty development, and refining institutional mechanisms, universities can gradually form a comprehensive, integrated, and long-term education structure. Such a structure not only supports value cultivation but also reinforces the pathways through which students internalize national identity and actively practice these values in daily life.

The practices discussed in this study indicate that diversified educational approaches and continuous innovation are indispensable for enhancing students' understanding, emotional resonance, and sense of responsibility regarding the community for the Chinese nation. Through systematic theoretical learning, immersive cultural participation, and practical engagement with society, students can move from basic cognition to deeper comprehension, from emotional recognition to stable identity, and ultimately to conscious action and long-term commitment. This transition is fundamental to fostering well-rounded individuals capable of contributing to social development and national rejuvenation.

Looking ahead, universities should continue to broaden effective models that integrate theory and practice, ensuring that education on the sense of community for the Chinese nation keeps pace with changing social contexts and student needs. Efforts should further focus on improving the precision, adaptability, and sustainability of educational measures, enabling them to reach different groups of students more effectively. By doing so, universities can provide consistent ideological support for cultivating high-quality talent equipped with cultural confidence, historical awareness, and a strong sense of social responsibility. Ultimately, these long-term and comprehensive efforts will contribute to building a favorable educational environment in which the sense of community for the Chinese nation is deeply rooted, widely recognized, and actively practiced by the younger generation.

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