

Research on the Education Path of Forging a Strong Sense of Community for the Chinese Nation in Dali Junior High School

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Abstract: At the Central Ethnic Work Conference in 2021, the General Secretary stressed “building a regular mechanism of education for Forging a Strong Sense of Community for the Chinese Nation,” the national education system is an important part of it. Junior high school has a special position in the national education system, which is not only in the final stage of compulsory education but also plays a role in carrying on senior high school education. Therefore, it is necessary to conduct special research on the education of forging a strong sense of community in the Chinese nation in junior middle schools. This study takes forging a strong sense of community for the Chinese nation as the motif and takes the junior high school of Dali as an example to carry out the analysis, and believes that it is important to carry out the education of the community consciousness of the Chinese nation in the middle school. Based on the investigation of the status quo and achievements of the education of forging a strong sense of community for the Chinese nation in junior middle schools in Dali Prefecture, the problems in the ways of implementation, team building, and education results are found, and optimization suggestions are put forward on this basis.

Keywords: Forging a Strong Sense of Community for the Chinese Nation; Dali Prefecture; Junior high school; Education path

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1. Introduction

“Forging a Strong Sense of Community for the Chinese Nation” is a major original judgment that was put forward by the General Secretary^[1]. At the Central Working Conference about Nationality Affairs in 2021, the General Secretary clearly pointed out that it is necessary to “build a regular mechanism of education for Forging a Strong Sense of Community for the Chinese Nation”^[2], the national education system is an important part of it^[3]. This points out the direction for the theoretical research and practical development of the consciousness education of forging a strong sense of community for the Chinese nation.

Junior high school has its particularity in the national education system, which is not only the final stage of compulsory education but also plays a role in carrying on senior high school education^[4]. Junior high school is

in the critical stage of students' physical and mental development, and the education of forging a strong sense of community for the Chinese nation in this stage is conducive to students establishing a correct view of Chinese national history and cultivating students' spirit of patriotism ^[5].

2. The present situation and achievement of the education of forging a strong sense of community for the Chinese nation in the junior middle school of Dali

2.1. Integration of education of forging a strong sense of community for the Chinese nation into the curriculum system

Firstly, there must be clear educational goals. Through the observation of classroom teaching in many junior middle schools in Dali Prefecture, it is learned that teachers of various disciplines will consciously guide students to deepen their understanding of a series of historical facts in which all ethnic groups jointly expand territory, write a long history, create Chinese culture, and cultivate a great spirit in the teaching process, so as to promote the realization of educational goals.

Secondly, there should be integrated teaching content. The education of the community consciousness of the Chinese nation has been incorporated into classroom teaching in different degrees in the middle and high schools of Dali ^[6]. Each junior high school has continuously explored the material resources of the consciousness education of the Chinese nation community and integrated them into the curriculum system of ideological and political lessons, history lessons, and Chinese lessons.

Thirdly, in addition to the main courses such as ideological and political courses, Chinese language courses, and history courses, junior middle schools in Dali have also focused on strengthening the integration of relevant content in art classes, music classes, etc. While adhering to the main position of the classroom, they have strengthened relevant education through various forms to expand the space of education.

2.2. Achievements in quality cultivation

Firstly, there is an enhancement of cultural literacy. The national standard of spoken and written language is an important bridge for students of different ethnic groups to communicate with each other, understand each other, and integrate into mainstream society. Therefore, all schools carry out learning and publicity activities to make students realize the importance of learning and promoting standard spoken and written Chinese and lay a foundation for students to use the national standard spoken and written language ^[7].

Secondly, we should preliminarily establish a community concept. Students of different ethnic groups are arranged to live together, so that they can find commonality with each other in the process of living together and respect and tolerate each other's differences, and they have initially established the community consciousness of mutual equality and respect in the process of symbiosis, learning, and sharing.

Thirdly, it is necessary to enhance the "Five Identities" ^[8]. Junior middle schools in Dali, in combination with the actual situation of the school and the ideological reality of the students, actively carry out class and team activities with the theme of forging a strong sense of community for the Chinese nation. Through the activities, students of various ethnic groups enhance inter-ethnic exchanges, narrow the psychological distance, and constantly strengthen the identity consciousness of the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics ^[9].

3. Weak links in forging a strong sense of community for the Chinese nation in Dali junior middle school

Based on reality, the education of Chinese national community consciousness in junior middle schools in Dali Prefecture needs to be improved in several aspects: implementation path, teacher team, and assessment mechanism.

3.1. Educational implementation path

Firstly, the main channel of ideological and political course is not fully played ^[10]. In the concrete teaching practice, there is tension between ideological and political courses and the education of forging a strong sense of community for the Chinese nation, both in terms of teaching content and teaching form. Due to the limitations of teaching plans and teaching hours, the connection between the two in teaching content is weak.

Secondly, the effect of thematic practice is insufficient. The themed activities carried out by various junior middle schools focus on the form but not the guidance. Many schools carry out themed activities with the help of student associations, but after students participate in the activities, they do not make collective exchange and feedback on students' experience in participating in the activities, so they miss the opportunity to improve the forms of activities and strengthen the educational objectives according to the feedback of the activities ^[11].

Thirdly, the infiltration of the campus cultural environment is lacking. The propaganda content of the education on the consciousness of building the Chinese nation community in the junior middle schools of Dali Prefecture is insufficient, and the role of the school propaganda carrier and the space carrier in the construction of the campus cultural environment is not fully brought into play ^[12].

3.2. Construction of the teaching team

Firstly, the teachers lack a professional foundation. The education of forging a strong sense of community for the Chinese nation is highly professional. In addition to very few teachers of ideological and political courses in Dali, most teachers of other subjects lack the professional foundation of relevant education ^[13].

Secondly, the teaching staff is unstable. On the one hand, the source of relevant teaching staff is unstable, and the composition of the team is not clear; on the other hand, the relevant teachers have not formed a stable organizational form.

Thirdly, teacher interaction is inadequate. In the construction of junior middle schools at all levels in Dali Prefecture, the obvious problem lies in the lack of cooperation among junior middle schools and their management. Teachers lack communication and go their own way. The lack of cooperation and interaction among schools is also inconducive to the collective teacher training of junior middle schools at all levels.

3.3. Effectiveness assessment mechanism

Firstly, educational effectiveness is hard to quantify. Subjects included in the scope of the high school entrance examination, with the help of the academic level test of each subject, one can intuitively evaluate the educational effect through the score. At present, the education of forging a strong sense of community for the Chinese nation is not included in the scope of high school entrance examination, so the effectiveness of teacher education is difficult to be directly quantified by students' scores.

Secondly, the index system is difficult to structure. The following aspects should be considered when constructing an indicator system. Firstly, quantitative indicators are a complex system and need to cover all aspects to play the role of scientific evaluation; the second aspect is the way to determine the indicators if quantitative indicators are to be quantified; and how the scores should be distributed is the final indicator.

Thirdly, effectiveness incentives need to be implemented. On the whole, the higher authorities' incentives for junior middle schools at all levels in Dali Prefecture to carry out education on the consciousness of the Chinese national community, and the incentives for teachers' comprehensive education in junior middle schools at all levels in Dali Prefecture have yet to be implemented.

4. The optimization path of the education of forging a strong sense of community for the Chinese nation in Dali junior high school

4.1. Improving the implementation of education of forging a strong sense of community for the Chinese nation

Firstly, we should give full play to the main channel role of ideological and political courses^[14]. On the one hand, we can sort out the teaching content of ideological and political courses with the theme of the education of forging a strong sense of community for the Chinese nation, and explore the correlation between the two teaching contents. On the other hand, the carrier of ideological and political courses can be expanded to help cast the education of forging a strong sense of community for the Chinese nation.

Secondly, we need to carry out educational practice activities. Each junior high school in Dali Prefecture should combine the actual situation of the school to carry out innovative educational practice activities with its own characteristics^[15]. In the process of focusing on the theme of carrying out educational practice activities, on the one hand, we should attach importance to teachers' leading role in practical activities. On the other hand, we should choose the time and place of the theme activity.

Thirdly, we should give full play to the infiltrating effect of the campus environment^[16]. All junior middle schools in Dali Prefecture should strengthen the construction of the campus environment, the construction of campus propaganda positions, and the utilization of space carriers. It is necessary to give full play to the cultural popularization role of electronic screens, propaganda boards, blackboard newspapers, and campus walls, and strengthen the infiltration of the campus cultural environment with a strong sense of community of the Chinese nation^[17].

4.2. Strengthening the construction of teacher teams in the education of forging a strong sense of community for the Chinese nation

Firstly, we need to strengthen teachers' relevant theoretical learning. On the one hand, teachers should study by themselves, and the school should actively encourage the faculty and staff to deeply study the important discussion about forging a strong sense of community for the Chinese nation. On the other hand, schools should carry out at least one special lecture on the consciousness of the Chinese nation community every semester, so that teachers can fully understand the development of the education of forging a strong sense of community for the Chinese nation in our country.

Secondly, we should define the organizational form of the teaching staff. On the one hand, in the process of selecting teachers for the education of forging a strong sense of community for the Chinese nation, the junior middle schools should not only select the backbone teachers of ideological and political courses as the main force but also widely absorb excellent teachers of various disciplines. On the other hand, the school should establish a teaching and research group on the education of forging a strong sense of community for the Chinese nation, and actively explore how to integrate various disciplines into the content of the education of the consciousness of the Chinese nation community in the classroom^[18].

Thirdly, we need to carry out regular teacher exchange activities. On the one hand, it is necessary to strengthen the exchanges and cooperation between schools in the region. On the other hand, we should make good use of online space for collective communication^[19]. With the help of the online platform, junior high school

teachers in Dali Prefecture create and share with other excellent teachers in the education of forging a strong sense of community for the Chinese nation, achieve consensus and co-education, and move forward together.

4.3. Taking a variety of forms to motivate results

Firstly, we should construct multiple effectiveness evaluation criteria. On the one hand, the educational administrative department should take the establishment and construction of the school's consciousness of forging a strong sense of community for the Chinese nation as an important content to assess the performance of the school's leadership. On the other hand, all junior high schools in Dali should combine the actual situation of the first, second, and third grades to build multiple effectiveness evaluation criteria ^[20].

Secondly, we should also establish a reasonable performance evaluation system. The first level index system of the evaluation index system of the consciousness education of forging a strong sense of community for the Chinese nation in Dali junior high school should mainly include three parts: school organization and leadership, campus atmosphere construction, and educational resources coordination, and the scores of the three parts should be roughly distributed according to 4:3:3.

Thirdly, we need to take practical action to motivate results. On the one hand, the establishment and implementation of the education of forging a strong sense of community for the Chinese nation course in junior high schools should be encouraged. On the other hand, teachers of various disciplines should be encouraged to achieve the results of the education of forging a strong sense of community for the Chinese nation, mainly through honor encouragement and financial support.

5. Conclusion

The normalization of the education of forging a strong sense of community for the Chinese nation is an important deployment made at the Central Ethnic Work Conference in 2021. As a new theory in the new era, the education of forging a strong sense of community for the Chinese nation is worthy of our in-depth exploration. When carrying out the education of forging a strong sense of community for the Chinese nation in junior high schools, we should not only fully consider the characteristics of the school section, but also consider the local cultural heritage and the distribution of educational resources and other factors, and use the most appropriate methods and strategies to combine the particularity of the school section with the particularity of the local area, so as to ensure the extensive coverage and substantive effect of educational activities.

Disclosure statement

The authors declare no conflict of interest.

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