

The Exploration of the "One-Two-Four" Model of Ethnic Unity Education in Local Colleges in the New Era

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ABSTRACT

Ethnic unity education in colleges is an important guarantee for forging a solid sense of the Chinese ethnic community among college students of all nationalities. Local colleges (Note: specifically referring to local non-ethnic universities) have achieved certain results in the exploration of ethnic unity education. However, because of the three factors of society, school education, and individual students, there are still some areas that need to be improved in the education of ethnic unity. Local colleges have explored the "one-two-four" ethnic unity education model, which takes the sense of the Chinese ethnic community as the core, and "strengthening ethnic unity, inheriting ethnic culture" as the value dimension, and contains the top-level design, theoretical study, practical activities, and characteristic innovation. It will provide a certain reference in ethnic unity education of local colleges.

Keywords: Local colleges, Ethnic unity education, "One-two-four" model.

1. INTRODUCTION

On March 5, 2022, when attending the deliberations of the Inner Mongolia Delegation at the Fifth Session of the 13th National People's Congress, General Secretary Xi Jinping emphasized that "Ethnic unity is the lifeline of people of all nationalities and the sense of Chinese ethnic community is the foundation of ethnic unity". The glorious history of the development and growth of the Chinese nation proves the importance of ethnic unity, which is an important guarantee for ethnic peace and stability and economic and social development. The report of the 19th CPC National Congress clearly defines the historical mission of ethnic unity in the new era: to deepen education on ethnic unity and progress, to forge a sense of Chinese ethnic community, to strengthen exchanges and interactions among ethnic groups, and to promote ethnic groups to cling together like pomegranate seeds.[1] As one of the major gathering places for minority students, local colleges and universities have an important and unique role in disseminating the Party's ethnic theory and policy, strengthening the unity among

students of various ethnic groups, and training minority talents. It is imperative and far-reaching to explore the model of ethnic unity education in local colleges and universities.¹

2. THE CURRENT SITUATION OF ETHNIC UNITY EDUCATION PRACTICE IN LOCAL COLLEGES AND UNIVERSITIES

The work of ethnic unity education for college students is an important content of ideological and political education in colleges and universities and also a specific means for colleges and universities to realize the goal of educating people. Local colleges and universities have also made some useful exploration in the work of ethnic unity education and achieved certain effect. Since entering the new era, local colleges and universities have combined their actual characteristics and actively explored the best path of ethnic unity education work in the new era. Schools have attached great importance to it, established

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corresponding leading organizations, actively promoted and carried out education on ethnic unity among college students, given full play to the role of the main channel of classroom teaching in ideological and political courses so that the concept of ethnic unity education has been introduced into teaching materials, classrooms and campuses, widely carried out a variety of campus activities on ethnic unity, strengthened the exchange and integration of ethnic students, and contributed to casting a firm sense of Chinese ethnic community among college students of all ethnic groups.

At the same time, due to the late start and lack of experience, local colleges and universities face many challenges in the new era in ethnic unity education. First, there are unsound and imperfect aspects of schools' working mechanisms and working methods. Some local colleges and universities fail to really start from their own reality, apply mechanically the practices of ethnic unity education in ethnic colleges and universities, or make a perfunctory effort to cope with the surprise inspections or temporary tasks assigned by higher authorities, making the work of ethnic unity education superficial. Second, some teachers can't give a thorough lecture on the history or theory of ethnic unity in the classroom, but only stay at the "superficial" level, and have the mentality of fearing difficulties and mistakes. Moreover, teachers in local colleges and universities can hardly teach "bilingually" because of the limitation of teacher resources, which makes minority students' learning acceptance much worse than that of students of Han nationality. Third, the cohesiveness of students of different ethnic groups is not strong because of different regional customs and habits. Even though in the 1990s, the country issued the initiative of "gathering together classes for students of different ethnic groups", the friend-making and learning activities among students of different ethnic groups are still mostly limited to their own ethnic groups, and Han students and minority students have the phenomenon of "seemingly in harmony but actually at variance" in terms of interaction and contact, without fundamental integration.

3. A THREE-DIMENSIONAL ANALYSIS OF THE PROBLEMS OF ETHNIC UNITY EDUCATION IN LOCAL COLLEGES AND UNIVERSITIES

The development of ethnic unity education in local colleges and universities is affected by a variety of factors, and the causes of the problems in ethnic unity education in local colleges and universities are mainly reflected in the following three dimensions:

3.1 The Analysis of Social Dimension

Today's society is in a period of transition with diversified values, and various values are constantly emerging. In such an information-explosive society, the network environment is complex and mixed, and college students are frequently exposed to the network, which makes them susceptible to negative information and ideological deviations.[2] Especially, some hostile forces in the West take advantage of the momentum to continuously infiltrate political ideology and culture to college students through the Internet and try to create ethnic splittism. And college students are at the stage of growth and are vulnerable to the bewitchment of these wrong ideas and produce narrow and radical ethnic outlook, which leads to the obstruction of communication and mix among students of different nationalities and weakens the cohesion and unity of ethnic unity. In addition, the propaganda of ethnic unity in society is lacking and not in place, the propaganda means are single, the target is not extensive, and in some places, the propaganda is "time-sensitive", without forming a long-term mechanism of propaganda. These phenomena fail to create a good social environment for ethnic unity education, which affects the effect of ethnic unity education.

3.2 The Analysis of School Education Dimension

The effectiveness of education management in colleges and universities is not enough. Unlike characteristic ethnic schools, the total number of minority students in local colleges and universities is small and the corresponding supporting policies and measures are not perfect, which leads to the lack of attention, strength and weak effect of ethnic unity education in local colleges and universities. The specific mechanisms for ethnic unity education in schools are not sound, and the establishment of

leading organizations and the formulation of policies are only superficial, without establishing a set of effective mechanisms and systems. Teachers' education and teaching activities are in a single way, the majority of local institutions' ethnic unity education is still based on the traditional ideological and political education model, teachers mostly adopt the spoon-feeding teaching style, and the course content is old, failing to drive students' initiative. Some teachers lack in-depth research on the history and culture of various ethnic groups, ethnic customs and religious issues, and are unable to carry out ethnic unity education work for minority students in a targeted manner.

3.3 The Analysis of Individual Psychological Dimension

College students' minds are not mature enough, especially they lack awareness of Chinese ethnic community consciousness, which also becomes the most directly influential factor affecting ethnic unity education. After entering university, students' psychology is gradually maturing, but there are still subjective, childish and one-sided aspects in self-awareness, thinking ability, emotion and will. Moreover, they are weak in psychological tolerance, weak in will, and have high mood swings, and their abstract thinking ability is subjective and one-sided, and they lack accurate judgment of complicated information, especially they don't know enough about the danger of negative social information, so they are easily used by outlaws.

4. THE REALIZATION PATH OF "ONE-TWO-FOUR" ETHNIC UNITY EDUCATION MODEL IN LOCAL COLLEGES AND UNIVERSITIES

As an important carrier of ethnic unity education, local colleges and universities should constantly reform the ways and means to promote ethnic unity education and explore the ethnic unity education model suitable for local colleges and universities. On September 27, 2019, Xi Jinping pointed out at the Commendation of the National Unity and Progress of China, "To realize the Chinese dream of the great rejuvenation of the Chinese nation, we must focus on casting a firm sense of Chinese ethnic community and make the cause of ethnic unity and progress as a fundamental cause. We must fully implement the Party's ethnic theory and ethnic policy and adhere to common

unity and struggle, and common prosperity and development". Local colleges and universities should take into account their own realities and devote themselves to building a "One-Two-Four" ethnic unity education model with the community consciousness of the Chinese nation as the main line, "strengthening ethnic unity and inheriting ethnic culture" as the value dimension, and "strengthening top-level design, strengthening in-depth theoretical study, carrying out on-campus and off-campus practical activities, and creating special highlights" as the origin of force.

4.1 Establishing Rules and Systems, Taking "Rules" as the Guarantee, and Lifting the Height in Top-level Design

Xi Jinping pointed out at the Central Working Conference about Nationality Affairs held on September 28, 2014: "The most fundamental factor in whether ethnic work can be done well is whether the leadership of the Party is strong and powerful. The leadership of the Communist Party of China is the fundamental guarantee of the success of ethnic work and the fundamental guarantee of the great unity of all ethnic groups". Local colleges and universities should firmly adhere to the leadership of the Communist Party of China, actively implement the guidelines and policies of ethnic unity, and establish and improve a working mechanism for ethnic unity. colleges and universities should establish a leading group for ideological and political work and campus culture construction, formulate and issue a series of institutional documents to strengthen ethnic unity, clearly put forward requirements for ethnic unity and religious management, establish and improve the target management, work operation and responsibility mechanisms, implement the "top leadership" project of ethnic unity work in each department, strengthen the communication between departments, and form a working pattern of unified leadership of the Party committee and joint management of the Party and government.

The target audience of ethnic unity propaganda and education should not only be minority students or students of Han nationality, but also teachers and students of every ethnic group in the institution. The focus of propaganda work should not be limited to classroom teaching, but should be a combination of classroom teaching and social practice activities, so as to "promote ethnic unity education in the whole society without leaving any dead ends".[3] In addition, schools should

strengthen the ideological guidance of ethnic students and strengthen the management of propaganda positions. Schools should strictly implement the approval and filing system for all kinds of academic exchanges, lectures, and performances and strictly review the curriculum provision; teachers should not offer any courses that undermine ethnic unity, or spread doubts and dissatisfaction about the Party and state's ethnic policies and related laws and regulations, but should firmly support ethnic unity and social stability. Schools should set up rule of law advocacy groups for students of various nationalities, and organize "Law in My Heart", "Youth and Law Walk Together" and other thematic rule of law education activities to enhance the awareness of students of various nationalities to understand and abide by the law.

All ethnic groups have contributed to the formation and development of Chinese culture, and it is important to strengthen "extensive interaction and exchange among ethnic groups, promote the unity of all ethnic groups in ideals, beliefs, emotions, and culture, and to promote them to help each other and strengthen brotherhood and sisterhood".[4] Students of all ethnic groups should hold each other's hands to create a better future for the nation together. Local colleges and universities, as cradles for training local talents of all ethnic groups, should establish "concentric" projects to solve the practical problems faced by students of all ethnic groups in schools. Local colleges and universities should adhere to the concept of "hearty understanding, careful helping, attentive educating and wholehearted serving", and do good deeds and practical things and solve problems for students of all ethnic groups, so that students of all ethnic groups can be united like pomegranate seeds. They need to respect and understand the habits of minority students, set up a Moslem canteen or Moslem window, and a work room for the growth of minority students, establish a system of heart-to-heart talks with minority students, make home visits to minority students' area to understand the problems they encounter in life, study and employment and help them solve their worries, and carry out activities such as fellowship between minority students and Han students, face-to-face activities between ethnic teachers and students, etc., so that students of all ethnic groups learn each other's languages, characters, living customs and ethnic cultures, and trust and love each other, to achieve cultural exchange and integration, emotional closeness and mutual recognition, so as

to create a common life circle, friendship circle and cultural circle with the characteristics of each ethnic group.

4.2 Strengthening Learning, Being Led by the Concept, and Increasing the Depth in Carrying out Theoretical Education

Local colleges and universities should strengthen and improve the work of ethnic unity, resolutely overcome and prevent simplification and one-sidedness, take theoretical learning as the main front, and educate and guide students of all nationalities in a diversified and multifaceted way to adhere to the correct historical view of the Chinese nation. Local colleges and universities should build a three-level progressive teaching system of "curriculum theory + practical education + emotional resonance", expand the channels of theoretical teaching ("compulsory course+ elective course + forum"), arouse the emotional resonance of students of various nationalities through various educational and teaching channels, strengthen the education on ethnic unity and forge a sense of Chinese ethnic community.

As the main teaching carrier of ethnic unity education, the ideological and political theory courses in colleges and universities (hereinafter referred to as "ideological and political courses") should adhere to the soul-casting education by ideology, deepen the reform and innovation of ideological and political theory courses, and incorporate the core socialist values and the principle of "five identities" into the construction of ideological and political courses. The content of ideological and political courses highlight the theory of "the unity in diversity pattern of the Chinese nation". It's important to set up ethnic teaching topics with the main content of patriotism and social care, create ideological and political "golden courses" for the education of ethnic unity in institutions according to the standard of "high order, innovativeness, and challenge degree", and carry out "ideological and political pairing in the curriculum", in which ideological and political teachers will pair up with teaching units in colleges and universities, or with minority students, to enhance the cultural identity of students in ideological and political education learning, and actively train students of all nationalities to establish a sense of Chinese ethnic community. In addition, schools should include outstanding ethnic cultures in the required professional courses for students in the liberal arts and the required public

courses for students in the sciences, and make visits to local folklore exhibition halls, ethnic academies and other places a mandatory part of freshmen's entrance education.

In addition to taking ideological and political courses as an important means of theoretical study on ethnic unity education, local colleges and universities should also broaden the participation of theoretical study on ethnic unity education, and actively and extensively carry out "five levels of learning" on theoretical education on ethnic unity. Schools should implement the "five levels of learning" activities, i.e., the thematic study of the first level central group, the area management of the second level central group, the "four-one" activities of the third level general secretary and branch secretaries, the lectures of political study of the fourth level teaching and administrative staff, and the new media learning of the fifth level student political parties and other organizations, etc.; each level will radiate the next level, and each level will drive the next level, to seriously study and thoroughly implement the spirit of the meetings of the central and provincial committees on ethnic unity, and accurately grasp the essence of ethnic work in the new era. Through learning the "four histories" and entering halls and museums, teachers and students can be guided to establish a correct view of the motherland, ethnicity, culture and history, and gradually improve the theoretical education and level of students. Schools can also combine the regional ethnic culture, carry out joint research with the local community on related topics, deepen theoretical research on ethnic unity education, and construct a theoretical system and academic system of ethnic unity education.

4.3 Carrying out Activities, Taking Practice as an Effective Means, and Broadening the Width in Educational Services

Marx once pointed out that "without the combination of education and productive labor of the younger generation, the ideal of the future society can't be imagined".[5] Local colleges and universities should insist on the combination of theoretical study and practical activities when carrying out education on ethnic unity. Local colleges and universities should focus on training local talents of various ethnic groups, and use "education-management-service-development" as a four-level education vein in their ethnic work, and integrate ethnic unity and ethnic culture in their

daily education and patriotic education, in order to achieve order and warmth in the education of ethnic unity.

First of all, to carry out ethnic unity education in local colleges and universities, it is necessary to carry out activities related to consensus education and establish cultural identity. Schools should carry out "five-one" ethnic unity education activities, namely: reading a good book on ethnic unity, watching a good movie on ethnic unity, holding a speech on ethnic unity, listening to a lecture on ethnic unity education, and holding a seminar on ethnic unity education, so as to cultivate students' awareness of ethnic unity and build ethnic self-confidence. They need to carry out activities to create advanced units and brand projects for ethnic unity, publicize advanced deeds of ethnic unity, and make students of all ethnic groups realize that the Chinese nation represents the fundamental interests of all ethnic groups, further identify with Chinese culture, support the leadership of the Communist Party of China, and unwaveringly follow the path of socialism with Chinese characteristics.

Secondly, local colleges and universities should conduct education on ethnic unity, reach out to ethnic areas to carry out language and cultural exchanges, and promote cultural identity. Local colleges and universities can reach out to ethnic minority areas through working on regular post and supporting teaching, professional training, pairing construction, industrial guidance, and cultural visits to rural areas to consolidate and expand the results of poverty eradication at the cultural level. It's needed to carry out a series of "double-entry" activities between local colleges and universities and ethnic minority regions, i.e. "ethnic culture into campus" and "cultural activities on campus into ethnic minority regions" and other cultural activities, so as to enhance the emotional ties and cultural exchanges between regions. Schools can send students to work on regular post and supporting teaching, and send student practice teams to ethnic minority areas to carry out interactive Mandarin teaching, language and character popularization training, and "bilingual" exchange and learning, etc., to promote Mandarin and learn ethnic languages, so that students of all ethnic groups can experience the charm of the unique culture of each ethnic group and enhance the awareness of the Chinese ethnic community in vivid educational practices.

Finally, local colleges and universities should carry out "three-stage" practical education activities

to deepen cultural identity in order to educate students about ethnic unity. Schools should carry out the "three-stage" practice of "classroom practice + campus practice + social practice" throughout the education process to achieve full coverage of education. In classroom practice, teachers should organize students to conduct classroom discussions, debates, and speeches, and invite famous traditional culture scholars and intangible cultural heritage inheritors to conduct a series of lectures, so as to raise awareness of ethnic unity. In campus practice, schools should establish ethnic associations such as ethnic style association, paper-cutting association, intangible cultural heritage association, cultural research and study club, etc., and carry out practice activities full of ethnic characteristics such as ethnic charm art festival, ethnic culture transmission and learning class, ethnic culture art festival, intangible cultural heritage culture into campus, and "ode to Chinese classics" and so on. In social practice, through the platforms established by local colleges and universities with ethnic areas or ethnic education bases, Internet platforms, and "the program under which officials, doctors, scientist and college students go to the countryside to spread scientific and literacy knowledge and offer medical service to farmers" social practice activities in ethnic minority areas, students can perceive the local customs of ethnic minorities, spread ethnic culture, feel the charm of ethnic groups, deepen their sense of cultural identity and ethnic identity, and forge a sense of Chinese ethnic community.

4.4 Creating Special Features, Taking Innovation as the Core, and Showing the Effectiveness in Continuous Exploration

First, local colleges and universities carry out "pairing" activities for minority students to enhance ethnic feelings. Local colleges and universities should rely on the United Front Work Department of the Party Committee of the university to carry out "pairing" activities between the United Front Work team and minority students and create special projects for ethnic minority work. The pairing activities can take the measures of "party groupings assisting in sharding, pairing of professional counterparts, extending from academic support to employment support, and extending from helping students themselves to help their hometowns". According to the actual situation of the students, schools can make a plan to help them and provide them with personalized guidance, so as to help them solve their problems and expand the number

of mentors and students involved. Through "pairing", schools can not only solve the practical problems faced by minority students, but also enhance the emotional exchange between ethnic groups, and promote the Party's ethnic and religious policies to minority students, so that their thoughts and actions are unified with the decisions and plans of the Party Central Committee, which is conducive to enhancing cohesion and strengthening education on ethnic unity.

Second, local colleges and universities build red venues for education and spread ethnic culture. With the resources of regional red venues, local colleges and universities take the base of Chinese ethnic community consciousness as the main body, relying on two types of venues, namely "national culture and red culture", to strengthen ethnic unity education, realize the full coverage of venue education among teachers and students of all ethnic groups, and let the venues really become the radiation field for understanding the ethnic spirit and Chinese culture, the faith field for promoting the identity of the people of all ethnic groups to the great motherland, the Chinese nation, Chinese culture, the Communist Party of China and socialism with Chinese characteristics, and the value field for receiving education on core socialist values, so as to realize the collaborative education of schools and venues in ethnic unity education. Schools should set up various practice bases for patriotic education, cultivation of core socialist values, and education on Chinese ethnic community consciousness, mainly for cadre training, entrance education, party (league) organization life, and counselor training, so that the teacher-student education can inherit ethnic culture.

Third, local colleges and universities set up ethnic culture centers to inherit and develop ethnic culture. Schools should set up centers such as "folk culture industrialization platform" and establish experimental classes for ethnic culture inheritance with the integration of display and inheritance relying on the ethnic culture research bases in their regions and taking into account the actual situation of the schools. Schools should combine scientific research and cultural education, widely attract students of all ethnic groups to participate in the protection, promotion and inheritance of China's excellent traditional culture, establish an integrated development model of scientific research and popularization, cultural transmission, talent training and exchange and cooperation, so that students of all ethnic groups will be exposed to excellent ethnic culture, promote ethnic cultural interaction and

exchange, enhance their national pride and national responsibility, and improve the effectiveness of ethnic unity education.

5. CONCLUSION

The sense of Chinese ethnic community is the foundation of national unity, the basis of ethnic unity, and the soul of spiritual strength. Local colleges and universities should take the responsibility to foster character and civic virtue, raise their ideological awareness, give full play to their institution functions, properly guide students in education and teaching to strengthen ethnic unity and inherit ethnic culture, and help students of all nationalities grow and become useful persons in the new era, so as to contribute to building a strong socialist modern country.

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