

Study on the Cultivation of the Sense of Community for the Chinese Nation in Primary and Secondary Schools in China's Multi-Ethnic Intermingled Areas

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ABSTRACT

China's multi-ethnic intermingled areas are not only important spaces for the interaction, communication, and integration of the Chinese nation, but also crucial fields for the formation and development of the sense of community for the Chinese nation. The primary and secondary school stage is a critical period for the formation of adolescent values and the construction of national identity. The cultivation of the sense of community for the Chinese nation in this stage is essentially a process of modern national identity generation within the context of basic education, as well as an intergenerational construction of the sense of community for the Chinese nation. This paper investigates the cultivation of the sense of community for the Chinese nation in primary and secondary schools located in China's multi-ethnic intermingled areas from three dimensions: historical logic, practical challenges, and pathways of practice. The study suggests that the long historical process of multi-ethnic interaction, communication, and integration, the evolution of the pattern of "diversity in unity of the Chinese nation" (Zhonghua Minzu Duoyuan Yiti Geju), and the community values embedded in fine traditional Chinese culture provide a profound historical and cultural foundation for cultivating the sense of community. Meanwhile, cultural diversity, the diverse online trends of thought, and the challenge of coordinating local cultural identity with national identity constitute practical difficulties. This paper proposes that educational authorities in China's multi-ethnic intermingled areas should adhere to the integration of cognitive construction, emotional immersion, and practical internalization, so as to continuously deepen the sense of community for the Chinese nation from knowledge-based cognition to value identification and behavioral recognition.

Keywords: China's multi-ethnic intermingled areas, Primary and secondary education, The sense of community for the Chinese nation, Cultural identity.

1. INTRODUCTION

In China, fostering a strong sense of community for the Chinese nation has become a core task in ethnic affairs and educational work in the China's new era. The primary and secondary school stage is a critical period for the formation of adolescent values, the construction of national identity, and the cultivation of cultural awareness. Educational practices at this stage not only affect individual development but also bear on the intergenerational transmission of the sense of community for the Chinese nation and the continued consolidation of national identity. In recent years, Chinese scholars have conducted relatively extensive research on the historical foundations, theoretical connotations, and

educational practices of the sense of community for the Chinese nation. However, existing studies have focused more on macro-level theoretical interpretations and ideological and political education in higher education institutions, while paying relatively insufficient attention to the educational contexts of primary and secondary schools in China's multi-ethnic intermingled areas.

As important spaces where different ethnic groups have long interacted, communicated, and integrated with one another, China's multi-ethnic intermingled areas have developed regional characteristics such as multicultural coexistence and close social ties, providing a profound historical and cultural foundation for cultivating the

sense of community for the Chinese nation. Compared with ordinary regions, primary and secondary education in China's multi-ethnic intermingled areas faces a more complex cultural ecology and identity environment. The diverse online trends of thought, ethnic cultural differences, and the interplay of multiple layers of identity pose new practical challenges for cultivating the sense of community in primary and secondary schools. How to strengthen the cultivation of the sense of community for the Chinese nation based on the educational principles of primary and secondary schools, while respecting cultural diversity, has become an important issue in current basic education.

Thus, grounded in the educational practices of primary and secondary schools in China's multi-ethnic intermingled areas, this paper investigates the cultivation of the sense of community for the Chinese nation from three dimensions—historical logic, practical challenges, and pathways of practice—with the aim of providing a reference for the high-quality development of basic education in ethnic regions and the building of the Chinese national community in the China's new era.

2. HISTORICAL AND CULTURAL RESOURCES FOR CULTIVATING THE SENSE OF COMMUNITY FOR THE CHINESE NATION IN PRIMARY AND SECONDARY SCHOOLS IN CHINA'S MULTI-ETHNIC INTERMINGLED AREAS

In China, the formation of the sense of community for the Chinese nation is rooted in the long historical process of interaction, communication, and integration among the Chinese nation's ethnic groups. China's multi-ethnic intermingled areas, as important spaces where different ethnic groups live together, engage in cultural interaction, and achieve social integration, have not only witnessed the formation of the pattern of "diversity in unity of the Chinese nation" but have also accumulated rich resources of shared historical memory and cultural identity. These historical and cultural resources serve both as important foundations for the formation of adolescents' correct views of history, nation, and ethnicity, and as crucial supports for facilitating the transformation of the sense of community from knowledge-based cognition to value identification.

2.1 *Shared Historical Understanding in the Interaction, Communication, and Integration of China's Multi-Ethnic Groups*

In China, multi-ethnic interaction, communication, and integration constitute the basic historical fact of the formation and development of the Chinese nation, and also represent an important historical foundation for the emergence of the sense of community for the Chinese nation. As the famous Chinese sociologist Xiaotong Fei pointed out that the Chinese nation is a "pluralistic and unified" national entity formed through the continuous interaction, communication, and integration of multiple ethnic groups over a long historical process.¹ Over time, the deepening interactions among different ethnic groups through migration, economic exchange, borderland development, and cultural engagement have gradually produced a social relationship structure characterized by mutual dependence and integration. Transportation networks such as the *Silk Road* and the *Ancient Tea-Horse Road* facilitated economic exchange and cultural dissemination among different ethnic groups; mixed residence, intermarriage and integration, as well as joint production and living, further strengthened inter-ethnic social ties.

This interaction, communication, and integration not only promoted the development of inter-ethnic relations but also contributed to the formation of shared historical memory. In the historical process of jointly developing the territory of the motherland, jointly creating Chinese culture, and jointly safeguarding national unity, various ethnic groups gradually developed a cognition of the Chinese nation as a whole. Consequently, China's multi-ethnic intermingled areas have become important spaces that carry the shared history of the Chinese nation.

For the cultivation of the sense of community for the Chinese nation in primary and secondary schools, the historical fact of multi-ethnic interaction, communication, and integration holds significant educational value. By guiding students through history curricula, local cultural education, and ethnic unity education to understand the historical process in which various ethnic groups jointly built a unified multi-ethnic country,

1. Fei Xiaotong. The Pattern of Diversity in Unity of the Chinese Nation [J]. Journal of Peking University (Philosophy and Social Sciences), 1989(04): pp1-19.

educators can help enhance adolescents' understanding of the shared history of the Chinese nation and foster a sense of community based on authentic historical knowledge.

2.2 Foundation of National Identity within the Pattern of "Diversity in Unity of the Chinese Nation"

In China, the sense of community for the Chinese nation derives not only from the historical process of inter-ethnic interaction, communication, and integration but also from the long-term historical structure of the evolving pattern of "diversity in unity of the Chinese nation." Minhui Qian argues that the core of the sense of community for the Chinese nation lies in constructing an overall identification with the Chinese nation that transcends ethnic differences.² The Xiaotong Fei's theory of the "pattern of diversity in unity of the Chinese nation" reveals the basic law governing the formation and development of the Chinese nation, namely, that the Chinese nation is a unified whole gradually formed through long-term interactions among multiple ethnic groups. "Diversity" reflects differences in ethnic cultures and social forms, while "unity" reflects the wholeness of a unified country and the development of Chinese civilization.

Since the Qin and Han dynasties, the great unified state in China has continuously developed, with various ethnic groups participating in state-building, border governance, and social development, thereby gradually fostering an overall identity that transcends regional and ethnic boundaries. The pattern of "diversity in unity of the Chinese nation" does not dissolve ethnic differences; rather, it forms a unified community structure on the basis of respecting diversity. The core of building the Chinese national community lies in continuously strengthening the identification of all ethnic groups with the Chinese nation as a whole.³ This unity of "diversity" and "unity" constitutes an important foundation for national identity within the sense of community for the Chinese nation. Ying Chen and Weiwei Lang point out that the core of the sense of community for the

Chinese nation is to continuously strengthen identification with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics.⁴ As a matter of fact, China's multi-ethnic intermingled areas have played an important role in this process. Through long-term shared life and social interaction, different ethnic groups have formed cultural inter-embedding and social interdependence, gradually strengthening their identification with the unified state and the overall identity of the Chinese nation. This historically formed holistic identification provides important national identity resources for cultivating the sense of community for the Chinese nation in the China's new era.

For primary and secondary education, the pattern of "diversity in unity of the Chinese nation" is not only an important theoretical generalization of the historical development of the Chinese nation but also a key component of national identity education. Primary and secondary education should guide students to correctly understand the dialectical relationship between "diversity" and "unity," strengthen the awareness of national unification and overall identification with the Chinese nation while respecting ethnic cultural differences, and thereby continuously deepen the sense of community for the Chinese nation.

2.3 Value Guidance of the Community in Fine Traditional Chinese Culture

In China, fine traditional Chinese culture serves as an important spiritual bond for the formation of the sense of community for the Chinese nation and as a crucial value foundation for maintaining long-term unity and solidarity of the Chinese nation. Cultural identity is the deepest and most enduring foundation of identity for the sense of community for the Chinese nation.⁵ Over its long development, Chinese civilization has formed a cultural value system with community significance, providing deep spiritual support for inter-ethnic interaction and integration as well as for national identity.

2. Qian Minhui. On the Theoretical Contribution of Ethnic Education Research to the Constructing of the Chinese National Community Consciousness [J]. Journal of Research on Education for Ethnic Minorities, 2020, 31(04): pp5-11.

3. Wu Lina, Fang Sumei. The theoretical and practical logic of building the Chinese nation as a community [J]. Ethno-National Studies, 2026(03): pp155-161.

4. Chen Ying, Lang Weiwei. A Further Analysis of the Relationship between Chinese National Community Consciousness and Five Identities [J]. Journal of North Minzu University, 2020(01): pp22-28.

5. Zhu Wei, Zhou Wenhao. Theory, Logic and Cultural Communication paths of Firmly Building up the Consciousness of Chinese National Community [J]. Journal of Chang'an University (Social Science Edition), 2021, 23(05): pp1-11.

Fine traditional Chinese culture contains rich community-oriented ideas. Concepts such as “great unity” (da yi tong), “all under heaven as one family” (tian xia yi jia), and “harmony among all states” (xie he wan bang) emphasize national unification and social harmony. Ideas such as “harmony in diversity” (he er bu tong) and “inclusiveness” (jian rong bing xu) reflect the cultural spirit of Chinese culture that embraces diversity and respects differences. This value orientation, which emphasizes both unity and respect for diversity, provides an important cultural foundation for the formation of the pattern of “diversity in unity of the Chinese nation.”

At the same time, the sense of family-state attachment (jia guo qing huai) and the sense of responsibility advocated by fine traditional Chinese culture have strengthened the emotional ties among members of the Chinese nation. The notion of “cultivating the self, regulating the family, governing the state, and bringing peace to all under heaven” (xiu shen, qi jia, zhi guo, ping tian xia) embodies the value of family-state integration, while the saying “everyone is responsible for the rise and fall of the nation” (tian xia xing wang, pi fu you ze) emphasizes the close connection between individual fate and the fate of the nation and the people. This value identification with the community continuously enhances the internal cohesion of the Chinese nation and provides sustained spiritual momentum for the formation of the sense of community for the Chinese nation.

In China’s multi-ethnic intermingled areas, fine traditional Chinese culture is not only an important cultural resource shared by different ethnic groups but also a crucial spiritual bond that facilitates inter-ethnic interaction, communication, and integration. Through long-term social interaction, different ethnic groups have continuously absorbed the common values embedded in Chinese culture and gradually developed emotional and value identification with Chinese culture. This shared cultural identification continuously strengthens the internal cohesion of the Chinese national community and provides a sustained and deep spiritual impetus for the formation of the sense of community for the Chinese nation.

For the cultivation of the sense of community for the Chinese nation in primary and secondary schools in China’s multi-ethnic intermingled areas, fine traditional Chinese culture is not only an important part of cultural education but also a key resource for values education. Through curriculum

teaching, campus culture construction, and practical activities, guiding students to understand the sense of family-state attachment, the ideal of unity, and the sense of responsibility in Chinese culture can help transform the sense of community for the Chinese nation from knowledge-based cognition to emotional identification, thereby strengthening adolescents’ value identification with and emotional belonging to the Chinese national community.

3. PRACTICAL CHALLENGES IN CULTIVATING THE SENSE OF COMMUNITY FOR THE CHINESE NATION IN PRIMARY AND SECONDARY SCHOOLS IN CHINA’S MULTI-ETHNIC INTERMINGLED AREAS

China’s multi-ethnic intermingled areas exhibit more complex practical characteristics in terms of cultural structure, social environment, and identity construction. Especially against the backdrop of social transformation, online communication, and multicultural coexistence, the formation of adolescent values and identity construction are subject to new influencing factors, and the cultivation of the sense of community for the Chinese nation also faces new practical challenges.

3.1 Tension between Cultural Diversity and the Construction of Shared Values

An important feature of China’s multi-ethnic intermingled areas is cultural diversity. The key to cultivating the sense of community in schools in border ethnic regions lies in achieving coordination and unity between ethnic cultural identity and Chinese cultural identity.⁶ Different ethnic groups differ in language, customs, religious beliefs, and ways of life. While this cultural diversity is an important manifestation of the richness and development of Chinese civilization, it also presents the cultivation of the sense of community for the Chinese nation with a more complex task of value integration.

From a historical perspective, the formation of the Chinese national community was not built on the basis of cultural homogenization; rather, it

6. He Qingxin, Shi Nengxing. Cultural Choices of Schools in Border Ethnic Regions from the Perspective of Fostering a Strong Sense of Community for the Chinese Nation [J]. Journal of Southwest Minzu University (Humanities and Social Sciences), 2022, 43(12): pp204-211.

gradually developed a “pluralistic and unified” community structure through long-term interaction, communication, and integration. Therefore, the key to cultivating the sense of community in China’s multi-ethnic intermingled areas is not to eliminate cultural differences, but to construct shared value identification on the basis of respecting differences. However, in actual educational practice, some schools still hold a simplistic understanding of cultivating the sense of community for the Chinese nation, tending to equate education for the sense of community with general ethnic unity education, and lacking a deep grasp of the dialectical relationship between “diversity” and “unity.”

At the same time, some students have a strong cognitive grasp of their own ethnic culture but a relatively insufficient understanding of Chinese culture as a whole, which can easily lead to a fragmentation of cultural identity levels. Particularly in multi-ethnic settlement environments, adolescents’ daily social interactions are more often based on regional and ethnic cultures, while shared value identification at the national level still needs to be continuously strengthened through systematic education. How to strengthen identification with Chinese culture while preserving ethnic cultural diversity has become an important practical issue for cultivating the sense of community for the Chinese nation in primary and secondary schools in China’s multi-ethnic intermingled areas.

Therefore, primary and secondary education should both respect the cultural traditions of different ethnic groups and enhance students’ sense of identification with their own ethnic cultures, and also promote the formation of shared value identification that transcends regional and ethnic boundaries among students of all ethnic groups through education in fine traditional Chinese culture, education in the standard spoken and written Chinese language (Putonghua and standardized Chinese characters), and shared history education, thereby achieving the unity of cultural diversity and the wholeness of the Chinese nation.

3.2 Tension Between Diverse Online Trends of Thought and the Guidance of Mainstream Values

In the context of the information age, cyberspace has become an important arena for the formation of adolescent values and identity construction. Cultivating the sense of community

among adolescents requires an effective transformation from knowledge-based cognition to value identification.⁷ Online communication breaks through the spatiotemporal boundaries of traditional education. While broadening students’ intellectual horizons, it also makes adolescents more susceptible to diverse social discourses and fragmented information. For primary and secondary school students, whose values are not yet fully mature, the complexity of the online environment increases the difficulty of cultivating the sense of community for the Chinese nation.

On the one hand, the multicultural information available on online platforms provides convenient conditions for adolescents to learn about different ethnic cultures and enhance cultural exchange; on the other hand, the presence of historical nihilism, ethnic separatist rhetoric, and pan-entertainment tendencies in cyberspace can easily weaken adolescents’ correct understanding of the history of the Chinese nation and national identity. Some online information unilaterally emphasizes ethnic differences or even deliberately creates ethnic antagonism, which can easily affect adolescents’ overall perception of the Chinese national community.

At the same time, online communication is characterized by fragmentation, emotionalization, and entertainment orientation, which to some extent undermines the dominant role of traditional classroom teaching in value guidance. In some schools, education on the sense of community for the Chinese nation remains at the level of theoretical indoctrination, lacking educational approaches that integrate with adolescents’ online life experiences, resulting in a certain disconnect between educational content and students’ real-world cognition. In the context of the rapid dissemination of online information, relying solely on classroom instruction can no longer easily meet the needs of adolescent identity construction.

Therefore, cultivating the sense of community for the Chinese nation in primary and secondary schools in China’s multi-ethnic intermingled areas requires not only strengthening theoretical guidance in classroom teaching, but also actively adapting to changes in the online communication environment and enhancing the contemporaneity and appeal of

7. Xu Yining, Zhu Xingchen, Hu Jinsheng. From "Cognition" to "Identity": A Normative Examination of Education on the Consolidating the Sense of Community for the Chinese Nation [J]. Journal of Changji University, 2026(01): pp10-16.

educational content. By constructing an online-and-offline collaborative education mechanism, guiding students to correctly understand the history of the Chinese nation and national development, and strengthening their rational cognition and emotional identification with the Chinese national community, have become important tasks for cultivating the sense of community in the China's new era.

3.3 Tension Between the Coordinated Construction of Local Cultural Identity and National Identity

The relationship between local cultural identity and national identity is a core issue in cultivating the sense of community for the Chinese nation in China's multi-ethnic intermingled areas. The core of the sense of community for the Chinese nation lies in continuously strengthening the overall identification with the Chinese nation and promoting the unity of multiple layers of identity within the community framework.⁸ The long-formed regional culture, ethnic culture, and sense of community in China's multi-ethnic intermingled areas give students a strong emotional identification with their own ethnic group and local culture. This local cultural identity is not only an important manifestation of the diversity of Chinese culture, but also an integral part of the Chinese national community.

However, in actual educational practice, some students have a strong identification with local and ethnic cultures but a relatively insufficient understanding of overall identification with the Chinese nation and national identity, which can easily lead to an imbalance in the development of identity levels. Especially during adolescence, when students' values are not yet fully stable, their sense of identity is more easily influenced by family environment, regional culture, and public opinion. In the absence of systematic national identity education, there may be insufficient articulation between local cultural identity and overall identification with the Chinese nation.

Historically, the development of the Chinese national community has always been based on the mutual coordination of local culture and national unity. An important reason why Chinese civilization has maintained long-term continuity

and stability is its ability to respect regional and ethnic cultural differences while forming a unified national and cultural identity. Therefore, cultivating the sense of community for the Chinese nation in the China's new era does not mean weakening local cultural identity; rather, it means promoting the internal unity of local identity, ethnic identity, and national identity.

For primary and secondary education, the key lies in correctly handling the relationship between local cultural education and national identity education. On the one hand, the positive role of local cultural resources and ethnic cultural resources in education should be valued, enhancing students' understanding and identification with their own ethnic group and local culture; on the other hand, through shared history education of the Chinese nation, national unification education, and patriotic education, students should be guided to recognize the intrinsic connection between local culture and Chinese culture, thereby promoting the gradual elevation of local identity to identification with the Chinese national community, and achieving the coordinated construction of national identity, cultural identity, and ethnic identity.

4. PATHWAYS FOR CULTIVATING THE SENSE OF COMMUNITY FOR THE CHINESE NATION IN PRIMARY AND SECONDARY SCHOOLS IN CHINA'S MULTI-ETHNIC INTERMINGLED AREAS

From the perspective of educational principles, the formation of adolescents' sense of community is not a simple process of knowledge inculcation, but rather a gradual deepening process involving cognitive understanding, emotional identification, and practical internalization. Therefore, the cultivation of the sense of community for the Chinese nation in primary and secondary schools in China's multi-ethnic intermingled areas should follow the generative logic of "cognition—emotion—practice," promoting the continuous deepening of the sense of community from knowledge-based cognition to value identification and behavioral recognition.

4.1 Consolidating the Foundation of Community Cognition through Curriculum System Construction

The sense of community is first and foremost built on correct historical and national cognition.

8. Qing Jue, Xu Xinshun. Sense of Community for the Chinese Nation: Definition of Concept, Element Analysis, and Practice Logic [J]. *Ethno-National Studies*, 2018(06): pp1-14+124.

For primary and secondary school students, the formation of the sense of community for the Chinese nation requires systematic education to help them correctly understand the historical process of the formation and development of the Chinese nation, and to establish correct views of the nation, ethnicity, and history. Therefore, curriculum system construction is a fundamental component of cultivating the sense of community for the Chinese nation. Education for fostering a strong sense of community for the Chinese nation should construct a systematic logic of educational action centered on “unity” and “identification”.⁹

Education on the sense of community for the Chinese nation should not be confined to a single discipline or thematic education, but should be integrated into the basic education curriculum system. Curricula such as history, Chinese language (Yu wen), and morality and rule of law should strengthen education on the shared history of the Chinese nation, guiding students to understand the historical facts that various ethnic groups jointly developed the territory of the motherland, jointly created Chinese culture, and jointly safeguarded national unity, thereby enhancing their cognition of the Chinese nation as a whole. Particularly in China’s multi-ethnic intermingled areas, local historical and cultural resources should be fully tapped, and the history of regional inter-ethnic interaction, communication, and integration should be incorporated into curriculum instruction, so that students can understand the formation of the pattern of “diversity in unity of the Chinese nation” in specific historical contexts.

Education in the standard spoken and written Chinese language (Putonghua and standardized Chinese characters) is also an important means of consolidating community cognition. Language is not only a crucial carrier of cultural transmission but also an important bond for national identity construction. Strengthening education in the standard spoken and written Chinese language helps enhance communication among students of different ethnic groups and promotes the continuous deepening of Chinese cultural identity and national identity. At the same time, in the process of curriculum implementation, education on the sense of community for the Chinese nation should avoid being simplified or reduced to slogans;

instead, it should combine historical facts, cultural resources, and real-life cases to enhance the authenticity and persuasiveness of the educational content.

Therefore, in cultivating the sense of community for the Chinese nation in primary and secondary schools in China’s multi-ethnic intermingled areas, curriculum-based education and knowledge construction should be integrated. Through systematic curriculum education, students should be helped to form a rational understanding of the shared history of the Chinese nation, Chinese culture, and the unified country, thereby laying a solid ideological foundation for the cultivation of the sense of community.

4.2 Strengthening Emotional Identification with the Community through Campus Culture Immersion

The sense of community is not only a rational cognition but also a sense of emotional belonging. Adolescence is an important period for the formation of value emotions. Compared with mere knowledge education, the campus cultural environment has a more profound impact on students’ emotional identification. Campus culture construction serves as an important vehicle for transforming the sense of community for the Chinese nation from knowledge-based cognition to emotional identification.¹⁰ Therefore, while consolidating the cognitive foundation, it is also necessary to continuously strengthen students’ emotional identification with the Chinese national community through campus culture construction.

Fine traditional Chinese culture is an important cultural resource for enhancing emotional identification with the community. Primary and secondary schools in China’s multi-ethnic intermingled areas should integrate education on fine traditional Chinese culture into campus culture construction, guiding students to experience the sense of family-state attachment, the ideal of unity, and the sense of responsibility embedded in Chinese culture through festive activities, ritual education, cultural exhibitions, and thematic practices. For example, through traditional festival activities, recitation of Chinese classics, and thematic education on ethnic unity, students’

9. Tang Xingping. The Educational Action Logic of Forging the Community Consciousness of the Chinese Nation [J]. Journal of Research on Education for Ethnic Minorities, 2022, 33(06): pp28-34.

10. Xie Ou, Zhang Xuemin. Fulfilling Educational Function of the Library and Cultivating the Sense of Chinese National Community [J]. Journal of Research on Education for Ethnic Minorities, 2023, 34(05): pp12-18.

emotional experience of Chinese culture can be enhanced, and the sense of community can be deepened from the cognitive level to the emotional level.

At the same time, primary and secondary schools in China's multi-ethnic intermingled areas should also pay attention to the construction of a positive daily campus interaction environment. The sense of community for the Chinese nation is not an abstract existence; rather, it is continuously generated and strengthened through concrete social relations. Schools should actively create a campus atmosphere in which students of different ethnic groups learn together, live together, and grow together. Through mixed-class grouping, club activities, cooperative learning, and other means, interactions, communication, and integration among students of different ethnic groups should be enhanced, mutual understanding and trust should be fostered in daily interactions, and an emotional foundation for the community should be formed.

Furthermore, campus culture construction should also pay attention to the coordination and unity between Chinese cultural identity and ethnic cultural identity. While respecting the cultural traditions of different ethnic groups and enhancing students' understanding and identification with their own ethnic cultures, the shared and holistic nature of Chinese culture should be highlighted. Students should be guided to correctly understand the intrinsic connection between ethnic cultures and Chinese culture, and emotional identification should be gradually elevated from regional and ethnic levels to overall identification with the Chinese nation.

4.3 Promoting the Internalization of the Sense of Community through Practical Activities

The sense of community for the Chinese nation comprises, in its psychological structure, multiple dimensions including cognition, emotion, volition, and behavior.¹¹ The formation of the sense of community for the Chinese nation ultimately requires internalization and consolidation through social practice. For primary and secondary school students, remaining only at the levels of classroom cognition and emotional identification is

insufficient to form a stable sense of community. Only through authentic social interaction and practical experience can students further deepen their understanding of the Chinese national community and transform the sense of community into behavioral recognition and value consciousness.

Primary and secondary schools in China's multi-ethnic intermingled areas should fully leverage the educational function of social practice. Through study tours, labor education, social services, and ethnic unity practice activities, students should be guided to enhance their collective consciousness and sense of public responsibility through shared participation. For example, through cross-ethnic student exchanges, study tours at red culture education bases, community volunteer services, and other activities, students can deepen their understanding of national development, ethnic unity, and social responsibility through practical experience.

At the same time, practical activities should also strengthen students' real-world perception of the shared destiny of the Chinese nation. The sense of community for the Chinese nation is not only derived from historical identification and cultural identification, but is also built on the foundation of common development in real society. Schools should incorporate education on national development achievements in the China's new era, guiding students to understand the real process in which all ethnic groups strive together in unity and develop together in prosperity, thereby enhancing adolescents' identification with the Chinese national community in the present.

Furthermore, the cultivation of the sense of community for the Chinese nation requires the formation of a collaborative education mechanism involving schools, families, and society. The family is an important arena for the formation of adolescent values, and the social environment directly affects the development of students' sense of identity. Primary and secondary schools in China's multi-ethnic intermingled areas should strengthen school-family-community collaboration. Through family education guidance, community culture construction, and the expansion of social practice platforms, an integrated force for cultivating the sense of community should be formed, promoting the gradual transformation of the sense of community for the Chinese nation from classroom education into adolescents' conscious behavioral recognition and value pursuit.

11. Guan Jian, Hang Ning. Solidifying the Consciousness of a Community for the Chinese Nation by Four-dimensional Integration [J]. Journal of Nankai University (Philosophy, Literature and Social), 2021(06): pp53-67

In summary, the cultivation of the sense of community for the Chinese nation in primary and secondary schools in China's multi-ethnic intermingled areas should adhere to the integration of cognitive construction, emotional immersion, and practical internalization. Adolescents should be guided to strengthen their identification with Chinese culture on the basis of correct historical cognition, to form a sense of belonging to the Chinese national community through emotional experience, and to continuously deepen their national identity and sense of responsibility through social practice. In this way, the cultivation of the sense of community for the Chinese nation can achieve a systematic progression from "knowledge" to "emotion" and then to "action."

5. CONCLUSION

The Chinese national community is not an abstract political concept, but rather a community of shared destiny that has gradually taken shape through the long historical process of interaction, communication, and integration among the Chinese nation's ethnic groups. China's multi-ethnic intermingled areas are not only important spaces for the formation and development of the pattern of "diversity in unity of the Chinese nation," but also crucial fields for the emergence and strengthening of the sense of community for the Chinese nation. Through shared production and life, shared cultural creation, and shared state-building, different ethnic groups have gradually developed an overall identity that transcends regional and ethnic boundaries. This constitutes the most profound historical foundation and cultural root for cultivating the sense of community for the Chinese nation in the China's new era.

Against the backdrop of China's new era, profound changes have taken place in social structure, modes of communication, and the environment in which adolescents grow up, presenting new practical challenges for cultivating the sense of community for the Chinese nation. Particularly in China's multi-ethnic intermingled areas, the coexistence and interweaving of cultural diversity, diverse online discourses, and multiple layers of identity mean that cultivating the sense of community is no longer a simple matter of knowledge transmission, but has become an important educational practice involving the coordinated construction of national identity, cultural identity, and value identity. The primary and secondary school stage is a critical period for

the formation of adolescent values and the development of identity. The cultivation of the sense of community at this stage not only affects individual spiritual growth, but also bears on the long-term development of the Chinese national community itself.

Therefore, in cultivating the sense of community for the Chinese nation in primary and secondary schools in China's multi-ethnic intermingled areas, efforts should be grounded in the historical logic of the formation and development of the Chinese nation, promoting the organic integration of shared history education, Chinese cultural identity education, and practical experiential education. Adolescents should be guided to understand the Chinese national community through historical understanding, to perceive it through cultural identification, and to embody the sense of community for the Chinese nation through real-world practice, thereby transforming the sense of community from external guidance into internalized self-awareness.

Fundamentally, the cultivation of the sense of community for the Chinese nation is not ethnic unity education in the general sense, but rather a process of modern national identity generation within the context of basic education, and an intergenerational spiritual transmission and construction of the sense of community for the Chinese nation among the younger generation. The education provided by primary and secondary schools in China's multi-ethnic intermingled areas is not only responsible for knowledge education and cultural dissemination, but also undertakes the important contemporary mission of continuously strengthening the cohesion and centripetal force of the Chinese nation and consolidating the identification with the Chinese national community.

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