

How Corps Universities Strengthen the Cultivation of the Consciousness of the Chinese National Community through Curriculum Design

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Abstract: *The cultivation of the consciousness of the Chinese national community plays a crucial role in promoting ethnic unity and social harmony. As unique educational institutions in China, Corps universities bear the important mission of fostering ethnic unity and maintaining social stability. However, the current curriculum design in Corps universities shows deficiencies in integrating the consciousness of the Chinese national community. This paper aims to explore how Corps universities can strengthen the cultivation of this consciousness through optimizing curriculum strategies. By systematically analyzing course content, teaching methods, and evaluation mechanisms, the paper proposes strategies such as adding courses related to ethnic unity, deepening the integration of course content with the consciousness of the national community, innovating teaching methods, and improving evaluation mechanisms. Implementation steps and safeguard measures are also developed to enhance the overall educational effectiveness of curriculum design, thereby promoting the in-depth cultivation of the consciousness of the Chinese national community.*

Keywords: *Corps universities; consciousness of the Chinese national community; curriculum design; teaching methods; evaluation mechanisms*

Introduction

The consciousness of the Chinese national community, as the core concept of the unity and development of the Chinese nation, plays a vital role in promoting ethnic unity and social harmony. As unique educational institutions in China, Corps universities shoulder the important responsibility of cultivating talent and promoting regional stability. However, the current curriculum design in Corps universities lacks sufficient integration of the consciousness of the Chinese national community. There is an urgent need to address this challenge through scientific optimization strategies. This paper aims to explore how to strengthen the cultivation of the consciousness of the Chinese national community through optimized curriculum design. By analyzing the existing curriculum design and improving course content, teaching methods, and evaluation mechanisms, the paper proposes practical optimization strategies and discusses implementation steps and safeguard measures, providing effective references and guidance for Corps universities.

1. The Importance of the Consciousness of the Chinese National Community and Its Significance for Corps Universities

1.1 The Connotation and Characteristics of the Consciousness of the Chinese National Community

The consciousness of the Chinese national community refers to the sense of identity and belonging among ethnic groups based on shared history, cultural background, and social institutions. This consciousness emphasizes the shared destiny and development of the Chinese nation as a unified entity. Its connotation includes awareness of the shared historical experiences of the Chinese nation, respect for Chinese culture, and common expectations for the nation's future. The characteristics of this consciousness are reflected in four aspects: firstly, historical, as it is based on the Chinese nation's long historical memory and collective memory formed through historical events and cultural heritage; secondly, cultural, relying on core values of Chinese culture such as Confucian thought and moral norms to enhance ethnic groups' identification with Chinese culture; thirdly, national identity, which emphasizes the sense of belonging and shared responsibility towards the nation among all members of

the Chinese nation; and lastly, future orientation, focusing on the shared developmental goals of the Chinese nation, promoting ethnic unity and national progress ^[1].

1.2 The Role of the Consciousness of the Chinese National Community in Higher Education

In higher education, the consciousness of the Chinese national community plays a crucial role. Firstly, through curriculum and educational activities, it effectively promotes students' understanding of ethnic unity, enhancing their comprehension and respect for the multi-ethnic community. This education not only fosters mutual understanding between different ethnic groups but also establishes a strong sense of national belonging among students, laying a foundation for social harmony and stability. Secondly, cultivating the consciousness of the Chinese national community can enhance students' national identity, deepening their understanding of the nation's history, culture, and systems, and forming a shared vision for national development. Additionally, this consciousness helps students develop correct values and social responsibilities, motivating them to actively participate in social development. Furthermore, strengthening this consciousness aids in the inheritance and innovation of Chinese culture, encouraging students to respect and preserve traditional culture while advancing cultural innovation in a globalized context.

1.3 The History and Current Status of Corps Universities

Corps universities, as unique educational institutions in China, have a distinctive historical background and current status. Originating from the military and educational institutions established by the Chinese Communist Party in Xinjiang, these universities aim to serve the economic and social development of Xinjiang and surrounding areas. These institutions not only focus on talent cultivation but also bear the significant mission of promoting ethnic unity and social stability. Currently, Corps universities exhibit strong regional characteristics in terms of curriculum design, teaching resources, and student management, covering areas such as ethnic unity, regional economy, and cultural education. However, despite achieving some success in promoting ethnic unity, there are still shortcomings in curriculum design, such as insufficient integration of the consciousness of the Chinese national community, and inadequate development of teaching methods and evaluation mechanisms. These issues need to be addressed through scientific curriculum design and teaching reforms to better meet regional social development needs ^[2].

1.4 The Educational Significance of the Consciousness of the Chinese National Community for Corps Universities

The consciousness of the Chinese national community has profound educational significance for Corps universities. Firstly, strengthening this consciousness through curriculum design can effectively enhance students' sense of ethnic identity and belonging, fostering recognition and affiliation with the multi-ethnic community. This not only promotes harmonious relations among different ethnic groups but also strengthens students' sense of national responsibility and mission. Secondly, cultivating this consciousness boosts students' cultural confidence, aiding their understanding and appreciation of the uniqueness of Chinese culture, and encouraging cultural innovation in a globalized context. Moreover, this cultivation helps promote educational equity by optimizing curriculum design to ensure equal educational opportunities for students from various ethnic backgrounds, reducing educational disparities among different ethnic groups, and providing a solid talent foundation for regional social stability and development. Thus, enhancing the consciousness of the Chinese national community is crucial for improving educational quality and promoting social harmony and stability in Corps universities.

2. Analysis of the Current Situation of Curriculum Design in Corps Universities

2.1 Overall Structure of Curriculum Design in Corps Universities

The overall structure of curriculum design in Corps universities features distinct regional characteristics and diverse educational objectives. These universities typically develop a systematic curriculum framework based on policies from the Ministry of Education and the specific needs of the Xinjiang and Corps regions. The structure includes three main levels: foundational courses, specialized courses, and practical courses. Foundational courses encompass general education content such as

Marxist basic theory, ideological and political education, and cultural literacy courses, aimed at providing students with a solid theoretical foundation and ideological quality. These courses not only offer a comprehensive knowledge base but also lay the groundwork for cultivating the consciousness of the Chinese national community. Specialized courses are designed according to the characteristics of various majors and societal needs, covering subjects like economic management, engineering technology, and medical care. These courses focus on skill development, but the integration of ethnic unity and social responsibility is relatively limited in their content. Practical courses, including internships, training, and social services, aim to enhance students' practical skills and social adaptability. Although these courses provide ample practical opportunities, the integration of the consciousness of the Chinese national community remains insufficient. Therefore, Corps universities need to strengthen the systematic incorporation of ethnic unity and community consciousness into their overall curriculum structure to improve the comprehensive educational effectiveness of the curriculum^[3].

2.2 Integration of Curriculum Content with the Consciousness of the Chinese National Community

The integration of curriculum content with the consciousness of the Chinese national community in Corps universities shows certain regional characteristics and developmental stages. Currently, most Corps universities have included elements of ethnic unity and cultural identity in their curriculum content, but the overall integration is still inadequate. In foundational courses such as ideological and political theory classes, there is some incorporation of the consciousness of the Chinese national community, conveying the importance of ethnic unity through course content and teaching design. However, the depth and breadth of these courses still need further enhancement to ensure that students can fully understand and embrace the consciousness of the Chinese national community. In specialized courses, although some courses address regional economic development and cultural exchange, the systematic integration of the consciousness of the Chinese national community is insufficient. For instance, in economic management courses, while there are relevant regional economic development topics, discussions on ethnic unity and cultural identity are limited. This indicates that while emphasizing professional skills, the educational objectives related to the consciousness of the Chinese national community are not adequately reflected in the curriculum content. To improve the integration of national community consciousness into the curriculum content, curriculum design should be optimized and content enriched to ensure that students gain a profound understanding and recognition of the consciousness of the Chinese national community while receiving professional education.

2.3 Teaching Methods and Evaluation Mechanisms in Curriculum Design

Teaching methods and evaluation mechanisms in Corps universities are crucial factors affecting the effectiveness of the curriculum. Currently, traditional lecture-based teaching predominates, supplemented by classroom discussions and case analyses. While these methods are effective for knowledge transmission, they lack interactivity and engagement in fostering students' consciousness of the Chinese national community. The absence of innovative teaching methods may lead to a shallow understanding of ethnic unity and cultural identity. In terms of evaluation mechanisms, existing assessment systems primarily focus on academic performance, emphasizing knowledge mastery and exam results, with limited consideration of students' performance in terms of the consciousness of the Chinese national community. This singular evaluation approach fails to comprehensively reflect students' recognition and understanding of community consciousness. To enhance the educational effectiveness of the curriculum, Corps universities need to introduce diversified evaluation mechanisms, including assessments of students' participation in ethnic unity activities and cultural exchange projects. Additionally, implementing feedback and improvement mechanisms for courses through regular evaluations and student feedback will help adjust and optimize teaching methods to improve the cultivation of the consciousness of the Chinese national community. Therefore, Corps universities should focus on innovative teaching methods and improving evaluation mechanisms to promote students' in-depth understanding and recognition of the consciousness of the Chinese national community^[4].

3. Optimization Strategies for Curriculum Design to Strengthen the Consciousness of the Chinese National Community in Corps Universities

3.1 Curriculum Content Optimization Strategies

3.1.1 Introducing Courses Related to Ethnic Unity

A course on "Introduction to the Chinese National Community" should be introduced, with systematic curriculum design enabling students to deeply understand the shared history and cultural background of the Chinese nation. This course can include special discussions and case analyses, such as the successes and challenges of ethnic unity, to promote students' practical understanding and critical thinking. These courses should not only be integrated into traditional classroom teaching but also combined with practical activities, such as organizing students to participate in ethnic cultural exchange activities and social research, further strengthening their awareness of the national community.

3.1.2 Deepening the Integration of Curriculum Content with the Consciousness of the Chinese National Community

To deepen the integration of curriculum content with the consciousness of the Chinese national community, the core concepts of national unity should be embedded in various courses. First, modules and case studies related to ethnic unity should be incorporated into existing foundational and specialized courses, allowing students to recognize the importance of national community awareness while learning professional knowledge. For instance, in economic management courses, case studies on regional economic development should be added; in cultural courses, examples of ethnic cultural exchanges and integration should be discussed. This integration not only helps students understand the practical significance of ethnic unity in specific disciplines but also promotes a comprehensive recognition of the consciousness of the Chinese national community [5].

3.2 Innovative Teaching Methods Strategies

3.2.1 Adopting Interactive and Participatory Teaching Methods

To enhance the teaching effectiveness of the "Introduction to the Chinese National Community" course, Corps universities should innovate teaching methods by adopting interactive and participatory approaches. This includes utilizing group discussions, role-playing, and student-led lectures to enhance students' engagement and sense of identification in the classroom. Such methods encourage in-depth discussions and reflections on ethnic unity, improving their practical skills and teamwork abilities. Additionally, organizing special lectures and cultural exchange activities can help students experience and understand the consciousness of the national community in real-life situations, thereby strengthening their awareness and emotional connection to ethnic unity.

3.2.2 Interdisciplinary Course Integration and Practical Activity Design

Interdisciplinary course integration and the design of practical activities are crucial for innovative teaching. Corps universities should integrate content from different disciplines, such as sociology, history, economics, and ethnology, to design comprehensive course modules. This approach helps students understand the consciousness of the Chinese national community from multiple perspectives, broadening their horizons. Simultaneously, practical activities, such as ethnic cultural festivals and social service projects, should be incorporated to relate practical sessions to course content, enabling students to apply what they have learned and gain a deeper understanding of ethnic unity and the national community in real-world contexts.

3.3 Evaluation Mechanism Improvement Strategies

3.3.1 Establishing a Diversified Course Evaluation System

To comprehensively assess students' performance in cultivating the consciousness of the Chinese national community, Corps universities should establish a diversified course evaluation system. This system should include multiple dimensions such as knowledge assessment, skills evaluation, and emotional recognition. In addition to traditional exams and assignments, comprehensive evaluation methods like class participation, project reports, and field research should be introduced. Such a diversified evaluation approach provides a fuller understanding of students' comprehension and recognition of the national community consciousness and offers a basis for adjusting and improving

course content.

3.3.2 Implementing Regular Evaluation and Feedback Mechanisms

Regular evaluation and feedback mechanisms are effective measures for ensuring curriculum optimization. Corps universities should set up a specialized evaluation team to regularly review the implementation of courses, collect student feedback, and adjust the course content and teaching methods. Through regular evaluations and feedback, issues in curriculum design can be identified and resolved promptly, while course content can be continually optimized to improve teaching quality and student learning outcomes. Moreover, the student participation and feedback mechanism should be fully utilized, encouraging students to actively provide suggestions for improvement, which should be considered during the curriculum reform process.

3.4 Implementation Steps and Safeguard Measures

3.4.1 Formulating a Detailed Implementation Plan

To ensure the effective implementation of curriculum optimization strategies for the “Introduction to the Chinese National Community” course, Corps universities should develop a detailed implementation plan. This plan should include specific objectives, implementation steps, timelines, and resource allocation. A clear implementation plan ensures that all optimization measures are carried out in an orderly manner, avoiding resource wastage and deviations from the original plan during the process.

3.4.2 Teacher Training and Resource Support

Teacher training and resource support are key guarantees for optimizing curriculum design. Corps universities should organize teacher training programs to enhance their understanding of the consciousness of the Chinese national community and improve their teaching abilities, while also providing necessary teaching resources and support. For example, developing relevant teaching materials and providing teaching tools and technical support ensures that teachers can effectively implement optimization strategies. Additionally, teachers should regularly participate in professional development activities to stay updated on the latest teaching methods and concepts, which can then be integrated into the curriculum content^[6].

3.4.3 Student Participation and Feedback Mechanism

Student participation and feedback mechanisms are vital components of curriculum optimization. Corps universities should establish comprehensive student participation mechanisms, encouraging students to actively engage in course design, teaching activities, and evaluation processes. At the same time, feedback channels should be established to regularly collect students' opinions and suggestions on course content, teaching methods, and evaluation mechanisms. An effective feedback mechanism allows for timely adjustments to curriculum design and teaching strategies to better meet students' needs and enhance the cultivation of the consciousness of the Chinese national community.

In conclusion, through optimizing curriculum content, innovating teaching methods, improving evaluation mechanisms, and perfecting implementation steps and safeguard measures, Corps universities can effectively strengthen the cultivation of the consciousness of the Chinese national community, thereby providing strong support for regional social harmony and stability.

Conclusion

This paper analyzes the current state of curriculum design in Corps universities and proposes optimization strategies to strengthen the consciousness of the Chinese national community. Through measures such as introducing courses related to ethnic unity, deepening the integration of curriculum content with national community consciousness, innovating teaching methods, and improving evaluation mechanisms, students' sense of ethnic identity and national community awareness can be effectively enhanced. These strategies not only strengthen students' identification with and sense of belonging to the Chinese nation but also promote harmonious relations among different ethnic groups, while boosting cultural confidence and social responsibility. Future research could further explore the effectiveness of these optimization strategies in practical applications and continuously improve curriculum design by incorporating emerging educational technologies and teaching methods to better cultivate the consciousness of the Chinese national community. Additionally, attention should be given

to the dynamic adjustment of curriculum design and student feedback to ensure the continued achievement and enhancement of educational goals.

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