

Research on the Construction of Ideological and Political Education in Top-up Teaching Internship Courses at Local Ethnic Universities from the Perspective of National Identity

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Abstract: Under the background of the increasing attention to the consciousness of the Chinese national community, it is especially crucial for local national colleges and universities to strengthen the construction of course ideology and politics in the process of top-ranking teaching internship. However, there are some problems in the current practice. In order to improve the quality of the ideological construction of the top-ranking teaching internship course and enhance the students' sense of national identity, the following measures are suggested: to strengthen the training of teachers to improve their ideological teaching ability; to enrich the teaching materials, and to integrate the current affairs of the country and the local red resources into the classroom; to formulate a detailed teaching plan, and to embed the elements of ideology into each link of the course; to enhance the experience of ideological education through field visits and symposiums; optimise the teaching methods, combine online and offline teaching, and realise the "three combinations", i.e. the combination of top-ranking, teaching and internships, the combination of teacher morality, teaching and management experience, and the combination of school, society and family.

Keywords: Chinese national community consciousness; Local ethnic colleges and universities; Top teaching internship; Curriculum civics and politics

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1. Introduction

Against the backdrop of globalisation and multicultural exchanges, forging a sense of community among the Chinese nation has become a key objective of Chinese education. This consciousness is not only the core of promoting national unity and national identity, but also lays the foundation for realising the Chinese Dream. For students of local ethnic colleges and universities, it is especially important to cultivate this consciousness, as it directly affects their identification with their own culture and their participation in the future development of the country. As a key link in the education system of local ethnic colleges and universities, the top-ranking teaching internship aims to combine theory and practice and help students gain a deeper understanding of the society and culture of ethnic regions. This not only enhances students' practical ability, but also deepens their understanding of the culture of ethnic regions, thus promoting social harmony. As an emerging educational concept, Curriculum Civics emphasises the integration of ideological and political education content in the process of curriculum teaching^[1]. Although some studies have been conducted on various aspects of top-ranking teaching internships, less attention has been paid to the specific implementation and problems of the construction of curriculum ideology.

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About the Author

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Therefore, it is necessary to conduct an in-depth analysis of the current situation of Civic-Political construction in the top-ranking teaching internship courses of local ethnic colleges and universities, to identify the main problems and to propose effective strategies for improvement, so as to improve the quality of Civic-Political construction in the courses, to enhance the sense of national identity of the students, and thus to promote the social harmony and the development of the country.

2. The Theoretical Basis of the Sense of Community of the Chinese Nation

(1) Definition of the sense of community of the Chinese nation

The sense of community of the Chinese nation is the core concept for promoting national unity and national identity^[2], which refers to the identification and cohesion of the various ethnic groups of the Chinese nation with their common culture, history, values and destiny. It includes cultural identity, historical identity, values identity, destiny identity, common development and national identity. The core lies in the identification with Chinese culture, covering language, script, rituals, customs, etc. In addition, it involves the identification with the common history of the Chinese nation, such as the history of the war of resistance and the revolution, as well as the identification with the values of national unity and social harmony. Identity of destiny is reflected in the fact that in the process of globalisation, all ethnic groups face development opportunities and challenges together and are concerned about the common interests of the entire Chinese nation. Co-development emphasises the promotion of national prosperity through cooperation, while national identity is reflected in the common defence of national sovereignty and security.

(2) The formation and evolution of the sense of community of the Chinese nation

The formation and evolution of the sense of community of the Chinese nation has gone through a historical accumulation from antiquity to modernity^[3], and this sense has been deepened from the cultural foundations of antiquity to the rise of nationalism in the modern era, and then to the national policy and modernisation process after the founding of New China. In ancient times, Confucianism laid the foundation for community identity, and the various nationalities gradually integrated during the feudal period. In modern times, nationalism and unity in the War of Resistance against Japan greatly strengthened national consciousness. New China further strengthened national identity through its policies of regional ethnic autonomy and cultural preservation. In the twenty-first century, modernisation and the Belt and Road Initiative have contributed to the deepening of the sense of community among the Chinese nation.

(3) The Practice of Chinese national community awareness in top teaching internships

In the top-ranking teaching internship, the Chinese national community consciousness is mainly embodied through course design and actual teaching activities^[4]. The top-ranking teaching internships in local ethnic colleges and universities are of special significance to the cultivation of Chinese national community consciousness^[5]. Interns go deep into ethnic areas to experience and disseminate Chinese culture, which enhances their understanding of cultural diversity, and at the same time transmits the core values of Chinese culture to local students, which promotes a two-way exchange of cultural identity. During the internship, interns participate in local history and red education activities, enhancing their identification with the common history of the Chinese nation. Through daily teaching and life practice, core values such as respect for the elderly, love for the young, solidarity and mutual help are promoted and the implementation of these values is facilitated. The internship also helped interns gain a deeper understanding of the local economic and social conditions, enhancing their identification with the common destiny of the nation. By interacting with local communities and disseminating national policies and achievements, they deepened their knowledge of national sovereignty and territorial integrity and strengthened national cohesion. The

top-ranking teaching internship has effectively strengthened the sense of Chinese national community through multi-dimensional practice.

3. The Current Situation and Problems of the Construction of the Ideology and Politics of the Top-Ranking Teaching Internship Course in Local Ethnic Colleges and Universities

(1) Definition and objectives of the top-up teaching internships

The top-up teaching internship is a kind of educational practice activity aimed at enabling students of higher education institutions to go to remote or ethnic minority areas for teaching support with the support of schools or social organisations. Its main objectives are to apply theoretical knowledge to practical teaching, to improve the standard of local education, and to deepen students' understanding of the society and culture of ethnic areas. Such internships not only enable students to experience the challenges and achievements of educational practice, but also enhance their sense of social responsibility and national unity. Through direct interaction with local students and communities, interns are able to disseminate modern educational concepts, enhance the learning interests and abilities of local students, and promote the balanced distribution of educational resources. In addition, the top-ranking teaching internship also helps to cultivate students' comprehensive qualities, such as organisational skills, communication skills and problem-solving skills, and lays the foundation for their future career development.

(2) Current status of the construction of existing programmes in the field of political thinking

The top-up internships in local ethnic colleges and universities have made some progress in the construction of curriculum philosophy, but still face many challenges.

Firstly, the degree of integration of curriculum Civics is insufficient^[6]. In the top-ranking teaching internships of local ethnic colleges and universities, the contents and methods of ideological and political education have not been fully integrated into the internship programmes. Many internship courses focus too much on teaching skills and subject knowledge and fail to effectively reflect the goals of Chinese national community consciousness and ideological and political education.

Second, instructors and lead teachers have limited ability in guiding Civics and Politics. Teachers' insufficient training and professional development in curriculum civics led to a weak ability to guide civics content in actual teaching. This affects the effectiveness of civic education and makes it difficult for interns to fully understand and implement the core values of civic education.

In addition, the unsoundness of the teaching mechanism is also a problem. At present, the teaching mechanism of the top-ranking teaching internship is mostly based on the offline mode, with a poor connection between online and offline teaching, and a lack of systematic teaching programmes and an effective evaluation system. This makes it difficult to achieve the expected effect of Civic and Political Education in practice, and the interns' experience and understanding of Civic and Political Education is relatively limited.

The singularity of the teaching format also restricts the richness of the programme's Civics. Existing teaching methods are mainly based on traditional lectures and discussions, and lack diversified teaching means, such as field trips and interactive teaching, which are unable to fully stimulate students' interest and participation in the content of Civics.

(3) Major problems in the construction of the Civic Policy of the curriculum

1) Insufficient integration of curriculum ideology and politics. At present, the content of Civic and political education in the top-ranking teaching internship has not been fully integrated into the curriculum, which mainly focuses on teaching skills and subject knowledge, and the cultivation of the sense of community of the Chinese

nation has been neglected. Civic and political elements are often attached to the curriculum, lacking systematicity and depth.

2) The instructors' ability to guide students in civic and political education is insufficient. Instructors and lead teachers are generally inadequate in their ability to provide civic education and lack systematic training, which makes it difficult for them to effectively guide students to understand and implement the core content of civic education, and affects the effectiveness of the implementation of civic education.

3) The teaching mechanism is imperfect. The teaching mechanism of the top-ranking teaching internship is mostly a traditional model, with poor online and offline teaching connection and a lack of systematic teaching programmes and evaluation systems. The inadequacy of this mechanism affects the effect of civic education.

4) Single teaching form. Existing teaching forms are dominated by traditional lectures and discussions, and the lack of innovative and diversified teaching methods, such as field trips and interactive teaching, limits the multidimensional development of Civic and Political Education.

4. Analysis of the Causes of the Main Problems in the Construction of the Civic Policy of the Curriculum

(1) Curriculum design favours practicality and lacks systematic planning

The design of the top-ranking teaching internship programmes in local ethnic colleges and universities focuses mainly on teaching skills and subject knowledge, and Civic and political education is often neglected. In the process of curriculum development, the content of ideology and politics is not included in the main objectives, and there is a lack of clear planning and objectives for the cultivation of the sense of Chinese national community. Course syllabi and teaching plans fail to systematically incorporate the goal of cultivating the sense of national community, resulting in an inability to effectively reflect it in actual implementation.

(2) Lack of specialised training and practical experience for course instructors

Supervising teachers and lead teachers usually lack systematic training in Civic and Political Education, and have insufficient understanding of the methods and techniques for effectively implementing Civic and Political Education in top-ranking teaching internships. This lack of training makes it difficult for them to convey the core content of civic and political education in actual teaching. Teachers' general lack of practical experience and relevant professional knowledge leads to insufficient ability to guide students' civic and practice effectively.

(3) Traditional mode of teaching management and imperfect evaluation mechanism

The current teaching management mode of the top-ranking teaching internship is mostly a traditional mode, which lacks scientific teaching planning and a systematic evaluation system. There is a lack of effective mechanisms to monitor and evaluate the implementation effect of Civic and Political Education in the teaching process, which leads to insufficient management. Evaluation usually focuses on subject knowledge and teaching skills, lacks assessment specifically for the effect of Civic and Political Education, and fails to establish a scientific and comprehensive evaluation system, which affects the improvement and optimisation of Civic and Political Education.

(4) Immature integration mechanisms and imperfect technologies and platforms

Despite the increasing abundance of online teaching resources, there is a lack of effective online and offline teaching integration mechanism in the top-ranking teaching internship. Online resources and offline operations are not effectively integrated, making it difficult to achieve effective articulation of the content and form of Civics. Technical support and platform construction are not yet perfect, and the lack of a unified teaching platform and resource integration programme makes it difficult to articulate teaching content and methods.

(5) Insufficient innovation in the teaching of Civics and Political Science and limited curriculum resources

The teaching methods of the top-ranking teaching internship mainly rely on traditional lectures and discussions, lacking innovative teaching forms and methods. Innovative methods such as interaction, field trips and case analyses are less frequently applied, limiting the diversification of Civic and Political Education. Due to the limitation of resources and conditions, it is difficult for teachers to introduce more teaching forms and activities, which affects the comprehensiveness and effect of Civic and Political Education.

5. Recommendations and Strategies for Improvement

(1) Enhancing teachers' ability to teach curriculum-based Civics. Enhancing teachers' ability to teach Civics and Politics in the curriculum is the key^[7]. Strengthen systematic training to enhance teachers' ability to teach Civics and Politics^[8]. The training should include the theory of Civic and Political Education, practical skills and case studies, so as to help teachers better integrate into the top-ranking teaching practice.

(2) Enrich teaching resources. National current political points and local red resources have been incorporated into the classroom to enrich the teaching content^[9], so that students can gain a deeper understanding of the practical significance of the sense of community of the Chinese nation while learning about national policies and local culture.

(3) Formulate detailed teaching programmes. In order to ensure the comprehensiveness and systematicity of Civic and Political Education, a detailed teaching programme should be formulated, embedding Civic and Political elements systematically into all aspects of the curriculum, and setting out detailed teaching objectives and contents^[10]. The teaching programme should specify the objectives, contents and implementation steps of Civics and set evaluation standards to ensure the systematic and coherent nature of Civics education and make it an integral part of the teaching process.

(4) Enhance the experience of civic and political education. Through activities such as field trips and symposiums, students' experience of civic and political education and their sense of national identity are enhanced^[11]. Field trips to historical sites and red bases and symposiums promote exchanges with community residents and deepen understanding of the social situation in ethnic areas. Through these diversified teaching forms and practical activities, students' sense of national community identity can be effectively promoted^[12].

(5) Optimise teaching methods. Realise the effective combination of online and offline teaching, combine online and offline teaching resources, and implement the "three combinations": three combinations of top-ranking, teaching and internship, three combinations of teacher ethics, teaching and management experience, and the combination of school, society and family. By optimising the form of teaching, the interactivity and sense of participation of teaching is improved^[13].

6. Conclusion

In summary, it is increasingly evident that enhancing ideological education in the internship courses of local ethnic colleges is essential. Although there are challenges such as insufficient content integration, a lack of teacher training, and a single teaching approach, these issues can be addressed through effective improvement strategies. Enhancing teachers' professional skills, enriching teaching resources, developing systematic teaching plans, and introducing diverse teaching methods will greatly enhance students' learning experiences and engagement. This not only improves the quality of education but also fosters a deeper understanding of their own culture and society among students. In the future, local ethnic colleges should continue to explore and refine course designs to ensure that educational goals are closely aligned with actual teaching practices, providing students with richer

learning opportunities. Through these efforts, the overall effectiveness of education will be enhanced, laying a solid foundation for the comprehensive development of students.

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