

# Discussion on Integrating the Consciousness of National Community into the Path of Ideological and Political Education in College English Courses

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**Abstract:** This paper explores pathways for integrating the Chinese national community consciousness into ideological and political education in college English courses. Through an in-depth analysis of current teaching practices, it highlights the critical significance and urgent need for embedding this consciousness. The study proposes practical implementation strategies encompassing scientific curriculum design, in-depth content exploration, and innovative teaching methodologies. These approaches collectively facilitate the harmonious integration of knowledge transmission, skill development, and value guidance in English education. They strengthen students' identity with the Chinese national community and emotional attachment to it, while enhancing their ability to disseminate China's cultural heritage through English communication. This framework supports the cultivation of new-era talents with both patriotic dedication and global vision.

**Keywords:** Chinese national community consciousness; College English; Ideological and political education in the curriculum

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## 1. Foreword

In the new era, fostering a strong sense of the Chinese national community is an inherent requirement for national rejuvenation. Universities bear the crucial mission of cultivating students' correct understanding of the nation and ethnicity. As a foundational discipline with extensive coverage, English courses possess abundant teaching materials. Integrating this awareness into English instruction can leverage language education as a vehicle to guide students in establishing community consciousness. This approach enhances language application skills while strengthening cultural confidence, thereby laying ideological foundations for ethnic unity and progress. Therefore, exploring effective integration pathways holds significant practical value. Course-based ideological education offers a new approach for universities to cultivate this sense of community, with both approaches exhibiting positive interaction. In recent years, universities have achieved certain successes

in integrating Chinese national community education into course-based ideological education. However, prominent challenges remain, including the lack of a comprehensive theoretical framework, insufficient teachers' ideological awareness and teaching capabilities, complex course management tasks, and threats from negative online public opinion environments.

## **2. Optimize the course objectives and clarify the integration orientation**

### **2.1. Knowledge objectives**

In English knowledge transmission, beyond conventional elements like vocabulary, grammar, and sentence structures, supplementary study of English expressions and discourse materials related to China's historical context, cultural heritage, national spirit, and outstanding achievements should be incorporated. When explaining traditional Chinese festivals, teachers should meticulously teach the English equivalents of Spring Festival (Zhūngfāng) and Mid-Autumn Festival (Mid-Autumn Festival), along with their corresponding customs, enabling students to articulate these culturally significant festivals in precise English. By introducing English literature and excerpts from cultural development trajectories as reading materials, students can simultaneously enhance their language comprehension while accumulating rich knowledge about ethnic cultures, thereby expanding their understanding of China's multi-ethnic unity pattern <sup>[1]</sup>.

### **2.2. Ability objectives**

The program focuses on cultivating students' ability to communicate China's outstanding cultural heritage and share stories of its ethnic groups through English. Activities such as classroom speeches, English writing exercises, and translation practices are organized to help students translate their acquired ethnic knowledge into practical language output. A writing task titled "Introducing Ethnic Characteristics of My Hometown in English" is designed to guide students in creating works that showcase their hometown's traditional crafts, local delicacies, and folk customs using acquired English knowledge, thereby enhancing written communication skills. The "How Much Do You Know About Chinese Ethnic Culture" English speech contest encourages students to explore the essence of various ethnic cultures during the preparation stages. Through these presentations, students improve their oral expression and cross-cultural communication abilities, enabling them to confidently promote the rich cultural heritage of the Chinese nation community in international exchanges.

### **2.3. Value objectives**

Guide students to deeply comprehend the essence of the Chinese national community consciousness, fostering profound identification with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics. In teaching activities, compare and analyze the multicultural value orientations conveyed in English texts with traditional Chinese values, helping students perceive the unique spiritual charm and enduring vitality of Chinese values. When examining English articles about Western individualism versus Chinese collectivism, guide students to reflect on how Chinese collectivist values have demonstrated remarkable effectiveness in critical national affairs such as pandemic control and major project implementation. This enables students to appreciate the powerful cohesive force and intrinsic unity embedded in the Chinese national community consciousness, thereby actively cultivating ideological awareness to safeguard ethnic solidarity and national unity, while deepening their sense of national pride and commitment to contemporary responsibilities.

### **3. Dig deep into the teaching content and integrate ethnic elements**

#### **3.1. Expansion of teaching materials**

Within the framework of existing English textbooks, we should reasonably expand and extend teaching content by organically integrating diverse elements related to the Chinese national community into every aspect of classroom instruction. For different thematic units in the textbook, authentic cases and vivid stories closely connected to China's ethnic groups can be supplemented. In the “Environmental Protection” unit, while systematically introducing various international environmental initiatives, special attention should be paid to traditional customs formed through long-term production and life practices of China's ethnic minorities that promote harmonious coexistence with nature. The unique significance of the Mongolian nomadic lifestyle—where people follow water and grasslands for generations—to protect grassland ecosystems requires detailed explanations in standardized English. This approach allows students to gain a deep understanding of valuable ecological wisdom accumulated by various ethnic groups while solidifying their language knowledge. Vocabulary instruction should consciously incorporate distinctive Chinese ethnic expressions. Cultural connotations embodied in terms like qipao (traditional Chinese dress), martial arts, and Traditional Chinese Medicine need meticulous contextual explanations. This enables students to genuinely appreciate the profoundness of Chinese culture while effectively enriching their vocabulary reserves and enhancing their ability to express their ethnic culture in English.

#### **3.2. Integration of extracurricular resources**

By leveraging digital platforms and multimedia resources to expand extracurricular learning dimensions, educators can provide students with diverse learning materials to deepen their understanding of the Chinese national community consciousness. Teachers may systematically collect English documentaries, film clips, and news reports that focus on the historical development trajectory of the Chinese nation, the inheritance of ethnic culture, and practices of ethnic unity and progress. After careful selection, these materials can be recommended for students' ‘extracurricular study’<sup>[2]</sup>. The English documentary “Potala Palace” vividly showcases Tibet's unique cultural achievements, profound religious traditions, and Xizang pivotal role in historical evolution. Through watching this film, students can intuitively perceive the diverse characteristics and unified structure of Chinese national culture. It is also crucial to guide students to pay attention to English reports on ethnic affairs in mainstream domestic and international media. China's remarkable achievements in promoting socioeconomic development in ethnic regions and protecting minority cultural heritage deserve thorough exploration. This process not only helps cultivate students' ability to independently gather information and analyze issues but also broadens their international perspective, enabling them to understand the profound value of building a Chinese national community from multiple angles.

### **4. Innovate teaching methods to enhance the integration effect**

#### **4.1. Situational teaching method**

To cultivate a strong sense of Chinese national unity, we design immersive English teaching scenarios where students engage through authentic cultural immersion. At simulated international cultural exchange events, we create interactive spaces for “Chinese Ethnic Culture Exhibitions” where students act as cultural ambassadors. These young interpreters vividly explain their ethnic traditions to visiting guests – from the symbolic patterns on traditional costumes to the origins of signature dishes. This process not only sharpens language skills but also deepens understanding of diverse cultural heritage, reinforcing our collective recognition of China's

multi-ethnic unity. For historical lessons like the Torgut tribe's eastward migration, we recreate "Historical Reenactments" through role-playing and dialogues. Students experience firsthand the unwavering commitment and noble spirit of ethnic groups in safeguarding national unity and fostering ethnic harmony. This immersive approach naturally ignites cultural resonance, further strengthening the sense of Chinese national unity.

## **4.2. Group cooperative learning method**

Teachers can design thematic tasks such as "Chinese Ethnic Cultures' Contributions to World Culture" and "How to Effectively Communicate Chinese National Community Culture in English," assigning students to work in groups for data collection, screening, analysis, and organization. The research findings are ultimately presented through group presentations. During collaborative group work, members' interactions and intellectual exchanges deepen discussions on the connotations and practical approaches of Chinese national community consciousness from diverse perspectives. When exploring "Chinese Ethnic Cultures 'Contributions to World Culture'", some groups focused on how China's Four Great Inventions propelled global civilization development, while others examined the international dissemination trajectory and practical impact of traditional Chinese medicine. Through such collaborative learning, students gain a comprehensive understanding of each ethnic culture's unique status and value in world cultural domains. This process enhances national confidence and proactive cultural dissemination awareness, while cultivating teamwork skills and critical thinking competencies through practical application.

## **5. Strengthen the construction of teachers and the evaluation system to ensure effective integration**

### **5.1. Optimization of teacher construction**

Higher education institutions should regularly organize specialized training for English teachers on the theory of the Chinese National Community. They should invite experts and scholars from ethnology and sociology to deliver lectures that systematically explain the historical development, theoretical essence, and contemporary significance of this concept, thereby deepening educators' understanding of the theory<sup>[3]</sup>. Interdisciplinary collaboration platforms should be established to facilitate joint research between English teachers, ideological and political education instructors, and ethnic culture scholars. This will enable them to co-develop teaching resources infused with ethnic elements while exchanging practical experiences and methodologies. Additionally, teachers should be encouraged to conduct field research in ethnic regions, personally experiencing the unique cultural landscapes and developmental achievements of different ethnic groups. By transforming their observations into vivid teaching cases, educators can enhance the authenticity and emotional resonance of their lessons, ultimately improving their ability to organically integrate the concept of the Chinese National Community into daily teaching practices and elevating their professional competence.

### **5.2. Improve the evaluation system**

Establishing a scientific and comprehensive evaluation system plays a crucial role in integrating the consciousness of the Chinese national community into ideological education in college English courses. The student evaluation process should break away from traditional single-dimensional knowledge assessment frameworks and adopt a diversified evaluation model. Key assessment criteria should include the precision of ethnic cultural expression in class, students' engagement in ethnic-themed activities, and demonstrated ethnic identity during cross-cultural interactions. A holistic evaluation approach should be implemented through multiple dimensions, such as classroom observation, assignment quality analysis, and practical activity

performance<sup>[4]</sup>. At the course evaluation level, specialized quality assessment standards must be established to comprehensively evaluate aspects, including the proportion of ethnic elements in course objectives, the depth of cultural integration in teaching content, and the practical effectiveness of teaching methods in cultivating ethnic consciousness. Regular evaluation feedback sessions should be organized to collect students' learning experiences and professional suggestions from peer teachers. Based on evaluation results, teaching strategies should be optimized to ensure continuous improvement in the integration of ethnic community consciousness into education, thereby genuinely enhancing practical implementation outcomes.

## 6. Conclusion

Integrating the consciousness of the Chinese national community into ideological and political education in college English courses is a systematic endeavor requiring long-term commitment. This initiative holds profound significance for cultivating high-quality talent in the new era. Optimized course objectives provide clear direction, while in-depth exploration of teaching content yields abundant materials. Innovative teaching methods effectively enhance practical integration outcomes. In practice, college English teachers must continuously explore and accumulate experience, stay attuned to emerging demands of the times and evolving student characteristics, and flexibly adjust integration approaches. By doing so, the consciousness of the Chinese national community can truly take root and flourish in university English education. This will help students grow into pillars of the new era, individuals with deep patriotic sentiments, excellent language application skills, and a strong sense of national responsibility, thereby contributing to the realization of the Chinese Dream of national rejuvenation.

## Disclosure statement

The author declares no conflict of interest.

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