

# ***Practical Exploration of Forging the Consciousness of the Chinese Nation as a Community in Postgraduate Education***

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**Abstract:** Postgraduate education faces several challenges in forging the consciousness of the Chinese nation as a community, including fragmented integration into courses, insufficient infiltration into professional disciplines, weak practical links, and inadequate guidance from supervisors. This article proposes the following paths to enhance the effectiveness of cultivating this consciousness among postgraduates: optimizing the curriculum system by offering the course An Introduction to the Chinese Nation as a Community, infiltrating relevant content into professional courses, and adopting case teaching and blended teaching; refining training processes by incorporating the forging of this consciousness into admission evaluation criteria, organizing students to conduct practical activities in ethnic minority areas, and strengthening supervisors' educational responsibilities; and consolidating support mechanisms by improving supervisor training and assessment, and establishing a multi-dimensional evaluation system.

## **1. Introduction**

Postgraduate education represents the highest level of academic education and bears the important mission of cultivating outstanding talents with an innovative spirit. The quality of postgraduate education directly impacts the core competitiveness of higher education and the nation's future[1]. In his important instructions on postgraduate education, President Xi Jinping stated that "advancing the reform and development of postgraduate education in the new era must adhere to the 'Four Orientations'"[2]. Integrating the cultivation of the consciousness of the Chinese nation as a community into postgraduate education not only helps develop students' patriotism and social responsibility but also strengthens their awareness of national unity and identity. However, current efforts to integrate this consciousness into postgraduate curricula and training processes remain insufficient, lacking systematic planning and effective implementation pathways, which makes it difficult to meet the requirements for postgraduate training in the new era. Therefore, exploring how to effectively integrate the cultivation of this consciousness into postgraduate curriculum systems and training processes holds significant practical importance.

## **2. Problems in Forging the Consciousness of the Chinese Nation as a Community in Postgraduate Education**

### **2.1. Insufficient Integration in Curriculum Design**

Most postgraduate programs have incomplete integration of this consciousness into their curricula. The curricula system of postgraduate education typically consist of public required courses, specialized foundation courses, specialized required courses, and specialized electives.

In public required courses, those of ideological and political theories, such as the courses of “Introduction to the Basic Principles of Marxism” and “Research on the Theory and Practice of Socialism with Chinese Characteristics”, which involve contents of national history and development, can provide some theoretical foundation for the cultivation of postgraduates’ consciousness of the Chinese nation as a community. However, content about the Chinese nation as a community is often scattered and unsystematic, lacking in-depth exploration. Even when specialized courses like “Introduction to the Chinese Nation as a Community” exist, they tend to remain theoretical without sufficient practical experience.

In terms of specialized courses, the degree of connection with the consciousness of the Chinese nation as a community varies significantly across disciplines. Except for ethnology programs that offer in-depth courses on the cultures, histories, and social structures of various ethnic groups, other disciplines—particularly STEM fields—tend to focus narrowly on professional knowledge and skills, with few direct links to this consciousness.

While some universities have introduced related thematic lectures or elective courses, these offerings typically have limited reach and insufficient depth and breadth. In terms of teaching resources, there is a lack of diverse materials such as textbooks, case libraries, and instructional videos, making it difficult to meet the needs of integrating this consciousness into teaching and to sustain students’ interest.

The effective coverage of education on forging the consciousness of the Chinese nation as a community remains low, with practical issues such as “knowing about it but not learning much” preventing its influence from being fully realized in postgraduate education [3].

### **2.2. Insufficient Practice in Postgraduate Training Process**

In the part of postgraduate admission, universities primarily evaluate candidates based on preliminary examination results, re-examination performance, and undergraduate academic records. There is a lack of clear and specific criteria for assessing candidates’ ideological and political qualities and their awareness of national unity. While some institutions may include questions about ideological and political issues during interviews, the assessment of the consciousness of the Chinese nation as a community is often insufficiently in-depth and comprehensive, failing to be treated as an important selection criterion.

In teaching practice, postgraduate instruction still primarily relies on classroom lectures, with relatively insufficient practical training. In classroom teaching, instructors mostly adopt traditional methods that focus on knowledge transmission, while lacking effective means to guide students in establishing the consciousness of the Chinese nation as a community. In practical teaching activities such as internships, experiments, and social practices, although students are provided with opportunities to engage with society and understand real-world conditions, there are few programs specifically designed to foster this consciousness. Some universities have organized social practice activities like research projects and volunteer services, but have failed to fully explore elements related to the Chinese nation as a community, missing opportunities to deepen students’ understanding and recognition through practice. At some local universities, activities designed to

forge this consciousness have even adopted simplistic approaches such as “sign-in + roll call” and direct linkage to grades, which fail to cultivate intrinsic motivation and result in poor learning experiences and mediocre outcomes [4].

Supervisor guidance is a crucial component of postgraduate education, as their words and actions exert a profound influence on students’ development. However, some supervisors focus excessively on students’ academic learning and research work, paying insufficient attention to ideological and political education—particularly the cultivation of the consciousness of the Chinese nation as a community. Some supervisors themselves need to enhance their understanding of this concept, lacking relevant knowledge reserves and educational experience, which makes it difficult to provide effective guidance. Meanwhile, communication between supervisors and students tends to be limited to academic discussions, lacking in-depth understanding of students’ ideological dynamics and value systems.

### **3. Pathways for Forging the Consciousness of the Chinese Nation as a Community in Postgraduate Education**

#### **3.1. Optimizing Curriculum Construction**

Universities should widely offer the course “Introduction to the Chinese Nation as a Community” within the public curriculum. This course, which systematically cover the historical formation, essential characteristics, and value significance of the Chinese nation as a community, while conducting in-depth analysis from multiple perspectives—including history, culture, politics, and economics, will help postgraduate students construct a comprehensive knowledge framework of this consciousness and strengthen their sense of identity and belonging to the Chinese nation as a community.

Teaching materials should be optimized according to the characteristics of different disciplines, incorporating multicultural content and integrating the consciousness of the Chinese nation as a community into specialized courses. By excavating relevant elements within each field, postgraduate students can be subtly influenced by this consciousness while acquiring professional knowledge, fostering a comprehensive perspective that recognizes the shared destiny of all ethnic groups within the great family of the Chinese nation.

Teaching methods should be optimized through the widespread adoption of flexible and engaging approaches such as case teaching and themed discussions. These methods can inspire students to think deeply and understand the meaning and practical significance of the Chinese nation as a community within specific contexts.

Leveraging online resources to implement blended learning can enrich both the content and format of instruction while improving teaching effectiveness. Universities can develop online course platforms for education on the Chinese nation as a community, integrating high-quality resources such as expert lecture videos, academic papers, and case libraries. This allows postgraduate students to learn according to their own schedules and needs.

In classroom settings, instructors can incorporate online learning materials, organize discussions, and guide students in connecting online content with classroom teaching to deepen understanding. They can also use online platforms to assign homework and conduct assessments, enabling timely feedback on student progress and continuous optimization of teaching methods to achieve organic integration of online and offline instruction and enhance overall teaching quality.

#### **3.2. Refining Training Process**

The cultivation of the consciousness of the Chinese nation as a community should be integrated

throughout all stages of postgraduate education, from admission to graduation. This consciousness should be included as one of the comprehensive quality evaluation criteria in the postgraduate admission process. Interview questions related to the Chinese nation as a community can be designed to assess candidates' understanding and perspectives. During document review, attention should be paid to applicants' experiences in activities promoting national unity. Through comprehensive evaluation, universities can select outstanding candidates with strong awareness of this concept, laying a solid foundation for implementing related education throughout the postgraduate training process. Postgraduate students should be encouraged to participate in social practice programs in ethnic minority regions, engaging in research and fieldwork that allows them to personally experience the developmental changes in these areas and witness the unity and cooperation among different ethnic groups. During these activities, students should be guided to communicate deeply with local residents from various ethnic backgrounds, learning about their customs, cultural traditions, and perspectives, thereby enhancing their understanding of and respect for different ethnic groups. Through these practical experiences, postgraduate students can personally appreciate the importance of the consciousness of the Chinese nation as a community, strengthening their sense of responsibility and mission to safeguard national unity and territorial integrity.

The role of supervisors as the primary responsibility holders in postgraduate education should be strengthened, clarifying their duties and responsibilities in cultivating students' consciousness of the Chinese nation as a community [5]. This responsibility should be integrated into the supervisor evaluation system, assessing aspects should involve: The quality of ideological guidance provided to students, supervisor participation in relevant educational activities; students' growth and performance in developing this consciousness. By establishing a supervisor responsibility system, universities can fully leverage the guiding role of supervisors in postgraduate education, ensuring that the cultivation of the consciousness of the Chinese nation as a community is effectively implemented throughout the training process.

### 3.3. Strengthening Support Mechanisms

Education depends fundamentally on teachers. Deepening reforms in the management system for postgraduate supervisors, focusing on building a high-quality, professional supervisor team for the new era, enhancing their ability to integrate ideological and political education into their guidance, and establishing a comprehensive “supervisor-led ideological and political education” framework are crucial guarantees for strengthening the cultivation of the consciousness of the Chinese nation as a community among postgraduate students.

The training system should be enriched by incorporating the forging of this consciousness into the training for newly appointed supervisors, guiding them to consciously practice and model the values of the Chinese nation as a community. This will help create an outstanding team of postgraduate supervisors who excel both in professional skills and ideological integrity.

A comprehensive and objective evaluation system is essential to ensuring the effectiveness of cultivating the consciousness of the Chinese nation as a community among postgraduate students. The multi-dimensional evaluation model should be continually refined [6], integrating assessments of students' ideological understanding, mastery of theoretical knowledge, practical performance, and behavioral attitudes to establish scientific and reasonable evaluation indicators. This helps students develop a sense of responsibility toward building this consciousness.

The evaluation should be undertaken comprehensively, from the aspects of ideological understanding, involving postgraduates' comprehension of the meaning and significance of the consciousness; the aspect of theoretical knowledge, involving the grasp of relevant theories through

examinations and essays; the aspect of practical performance, involving the application of this consciousness in real-world activities; and the aspect of behavioral attitudes, involving postgraduates' daily conduct reflecting respect for diverse ethnic groups.

These indicators should be integrated into the comprehensive quality evaluation system, alongside academic achievements and research outputs, to create a holistic assessment framework that encourages students to actively learn and practice the values of the Chinese nation as a community.

#### 4. Conclusion and Outlook

This study examines practical pathways for integrating the consciousness of the Chinese nation as a community into postgraduate curriculum and training. It proposes a comprehensive curriculum system through optimized course design, improved teaching materials, and innovative pedagogies. In the training process, integration occurs across admissions, teaching practice, and mentorship. Concurrently, strengthened faculty development and an improved evaluation system provide solid support mechanisms. Implementation of these pathways enables postgraduate students to gain deeper understanding of this consciousness, enhancing their national identity, unity awareness, and social responsibility.

Looking ahead, integrating the cultivation of the consciousness of the Chinese nation as a community into postgraduate education will require sustained efforts and innovation. In terms of teaching methodology, there should be continued exploration of more diverse and personalized instructional approaches that fully leverage modern information technologies such as virtual reality and artificial intelligence. These technologies can create immersive, interactive learning environments that enhance both the engagement and effectiveness of instruction. Developing VR educational resources related to the Chinese nation as a community will allow postgraduate students to experience the historical cultures of various ethnic groups and witness scenes of unity and collaboration, thereby deepening both their emotional connection and intellectual understanding.

In terms of faculty development, universities should further strengthen efforts in cultivating and recruiting teachers, encouraging them to conduct research in relevant fields to enhance their professional competence and teaching capabilities. Establishing teacher exchange and collaboration platforms will facilitate interaction among educators from different disciplines and institutions, enabling joint exploration of innovative teaching methods and content to form a collective educational force.

The evaluation system should place greater emphasis on process-oriented and developmental assessment, enabling a comprehensive and dynamic understanding of postgraduate students' growth in cultivating the consciousness of the Chinese nation as a community. Beyond traditional methods such as examinations and thesis evaluation, additional indicators should include classroom performance, participation in practical activities, and teamwork abilities, providing a holistic assessment of students' learning outcomes and practical capabilities.

With the development of the times, postgraduate education is faced with new opportunities and challenges, and the work of integrating the forging of the consciousness of the Chinese nation as a community into postgraduate education should also keep pace with the times. We should actively pay attention to changes in domestic and international situations, combine national development strategies and social needs, continuously adjust and optimize educational content and methods, so that postgraduate students can better adapt to the requirements of the times, become firm inheritors and active practitioners of the consciousness of the Chinese nation as a community, and lay a solid talent foundation for the realization of the great rejuvenation of the Chinese nation.

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