

Exploration on the Creative Model of Cultural Confidence Improvement for Chinese Minority College Students

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Abstract

With the rapid development of China, the thoughts on Socialism with Chinese Characteristics for a New Era put forward new requirements for improving minority college students' cultural confidence. In light of this, the study constructed an improvement model, from perspectives of cultural consciousness, cultural practice, and cultural recognition, with the purpose of strengthening minority college students' confidence on the Chinese traditional culture, Chinese revolutionary culture, socialist core values, minority culture, and Thoughts on Socialism with Chinese Characteristics for a New Era prospectively. In a creative way, a cultural practice platform was mainly built on the basis of the status analysis of cultural consciousness hold by minority students. Furthermore, strategies for cultural recognition were discussed from the objective, subjective and intermediary level, thus forming a comprehensive model for improving the cultural confidence of minority college students.

Key words: Cultural confidence; Minority college students; Cultural consciousness; Cultural practice; Cultural recognition

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INTRODUCTION

The *Speech at the Conference to Celebrate the 95th Anniversary of the Founding of the Chinese Communist Party* by General Secretary Xi Jinping pointed out that,

cultural confidence is a more fundamental, boarder, and deeper form of self-confidence. China's fine traditional culture, which was born out of more than 5,000 years of civilization, and its revolutionary and advanced socialist culture, which was born out of the great struggles of the Communist Party of China (CPC) and the people, housed the deepest aspirations of the Chinese people, representing a unique symbol of our nation. In the reports of the 19th National Congress of the CPC, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era also expressed the importance of culture. Culture is a country and nation's soul. Our country will thrive only if our culture thrives, and our nation will be strong only if our culture is strong. Without full confidence in our culture, without a rich and prosperous culture, the Chinese nation will not be able to rejuvenate itself. From ancient time to nowadays, culture always plays an important role in state development and national rejuvenation.

While, the national development and rejuvenation both rely on the national unity, which is the highest benefit of the Chinese nation and the lifeline of the country. Minority college students, as the outstanding group of ethnic minority, are the mainstay of defending state unity, realizing national development, and constructing minority regions. Under the background of the increasing cultural needs of people, and the conflict of ideologies and cultures all over the world, the minority college students are confronted with the multiple recognition factors, such as cross-nation identity, regional identity and ethnic identity (Zhou, 2017). In this context, it is significantly urgent and necessary to improve the confidence of cultural on socialism with Chinese Characteristics for a New Era for minority college students.

1. LITERATURE REVIEW

An Jingxiao (2016) proposed that the cultural confidence can be enhanced from three dimensions, including cultural

consciousness, cultural practice, and cultural recognition. At present, the previous researches on the cultural confidence of minority college students mainly focus on above dimensions respectively. The research findings are mainly classified into the following aspects.

1.1 Researches on the Cultural Consciousness of Minority University Students

The cultural consciousness referred that, the people who live in certain cultures, should have a clear understand of their culture, including their origins, formation process, characteristics, and development trends. The purpose of consciousness is to strengthen the ability of adapting to the cultural transformation, and to keep the independent status of new environment adaptation, and new-age cultural choices (Fei, 1997). At present, researches on the cultural consciousness were inadequate in number, and mostly concentrated on the connotation of that. By adopting the method of questionnaire and literature review, the status of minority students' cultural consciousness was analyzed in general. For example, Lu Yuchun (2015) found that the minority college students showed strongly consciousness of their own culture, but low awareness of the Chinese culture. Tan Shikang and Li Junzuo (2016) claimed that the comparatively strong ethnic consciousness, high learning pressure and economic pressure are the main problems for minority college students in the process of cultural consciousness.

1.2 Researches on the Cultural Recognition of Minority College Students

Xi Jinping, in the Sixth Central Tibet Work Forum in 2015, proposed: "We must fully and correctly implement the Communist Party's ethnic and religious policies, strengthen national unity, and constantly improve the masses' recognition of all nationalities to the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and the socialism with Chinese characteristics." Among them, the recognition of the Chinese culture is in the core, and socialist culture with Chinese characteristics in new era is the core content of contemporary Chinese culture. Therefore, enhancing the minority college students' recognition of socialist culture with Chinese characteristics in new era is the fundamental power to increase minority college students' confidence in socialist culture with Chinese characteristics in new era.

The Previous researches on the cultural recognition of minority college students also focused on the status quo of the cultural recognition of minority college students. For example, Cui Rong (2016) pointed out that minorities' recognition of Chinese culture included the Chinese excellent traditional culture and history, and the socialist culture with Chinese characteristics centered on core values. In addition, the relationship between cognition of Chinese culture and ethnic culture should be clarified as

the premise. On one hand, the advanced level of Chinese cultural identity should be emphasized, unconditionally spreading the Chinese cultural as the common recognition of all citizens. A common spiritual home need to be built for all ethnic groups, to shared spiritual homeland to lead national cultural recognition. On the other hand, the ethnic cultural need to be respected and supported. By integrating the ethnic culture into the Chinese culture and, a system for culture recognition should be built to better promote the acculturation and development of all nationality's culture in communication and interaction. Through questionnaires and interviews, Yin Danping (2017) found that the minority college students showed high recognition on Chinese culture generally, but rarely presented emotional love for Chinese culture. To a certain extent, they were excessively close to their own ethnic culture. In general, the socialist culture with Chinese characteristics did not form the charisma of action among minority college students.

1.3 Researches on the Cultural Practice of Minority College Students

Cultural practice is a reflection of Marxism practice in the cultural category, is the logical continuation and behavior recurrence of cultural consciousness and cultural recognition, and is the reality embodiment of cultural confidence. To better understand the cultural practice, three contradictions in characteristics of it deserve our concern, including the contradiction between the dominant character and diverse character, contradiction between the national character and the global character, as well as contradiction between the modern character and traditional character (Hao & Lu, 2012). The essence of cultural practice highlights the positive role of culture in promoting social practice, and constitutes solid foundation for cultural confidence. Zhu Hailong (2013) maintained that the development history of Chinese national culture is the result of cultural practice, and cultural practice dissolves cultural differences from actions. Colleges and Universities should explore more abundant ways for cultural practices, to strengthen minority college students' recognition of the Chinese nation culture, furthermore, to impel the minority university students become a bridge of cultural communication and integration. Through campus culture, related courses and management system, the atmosphere of national equality and cultural co-prosperity can formed, related knowledge on Chinese culture and ethnic culture can spread widely, and real recognition of culture can be strengthened little by little through community activities.

To sum up, although many domestic scholars and experts explored the minority college students' confidence on socialist culture with Chinese characteristics directly or indirectly, most of the researches were carried out from above three dimensions respectively, lacking of systematic research with internal logic. Among the previous

researches, discussions on cultural consciousness and cultural recognition were limited in the status quo analysis, without comprehensive and systematic descriptions of relate reasons. Studies on the cultural practice paid more attention on its connotation and meaning, rarely coming up with specific and operational optimization strategies. Therefore, relevant researches were staying on the level of theory. Since the 19th National Congress of the Communist Party of China, the socialist culture with Chinese characteristics presented new features, which requires a great number of theoretical and practical researches, to inject new vitality into the study on the cultural confidence of minority college students.

In view of this, the present study proposed the following research questions:(a) what's the status quo of the minority college students' consciousness on socialist culture with Chinese characteristics under the background of the new era; (b) based on the status quo analysis, how to carry out cultural practice to enhance cultural confidence; (c) how to integrate the three dimensions of cultural consciousness, cultural practice and cultural recognition into a systematic and operational cultural confidence improvement system.

2. CREATIVE MODEL OF CULTURAL CONFIDENCE IMPROVEMENT

Based on the theories of socialist culture with Chinese characteristics, experts and scholars at home proposed different categories of cultural confidence with extensive discussions. In light of the previous researches, the present study summarized the main content of “the socialist culture with Chinese characteristics for a new era” as the integration of “the Chinese traditional culture, Chinese revolutionary culture, socialist core values, minority culture, and thoughts on socialism with Chinese characteristics for a new era”. Therefore, all perspectives mentioned above would be taken into consideration, to achieve a comprehensive understanding of Chinese culture.

To conduct a comprehensive analysis, this paper takes the minority students (undergraduate and postgraduate students) of non-ethnic minority universities as the observation subjects, covering all minority populations such as Yi, Tibetan, Qiang, Hui, Man, Tujia, Uyгур, Kazak and other ethnic groups.

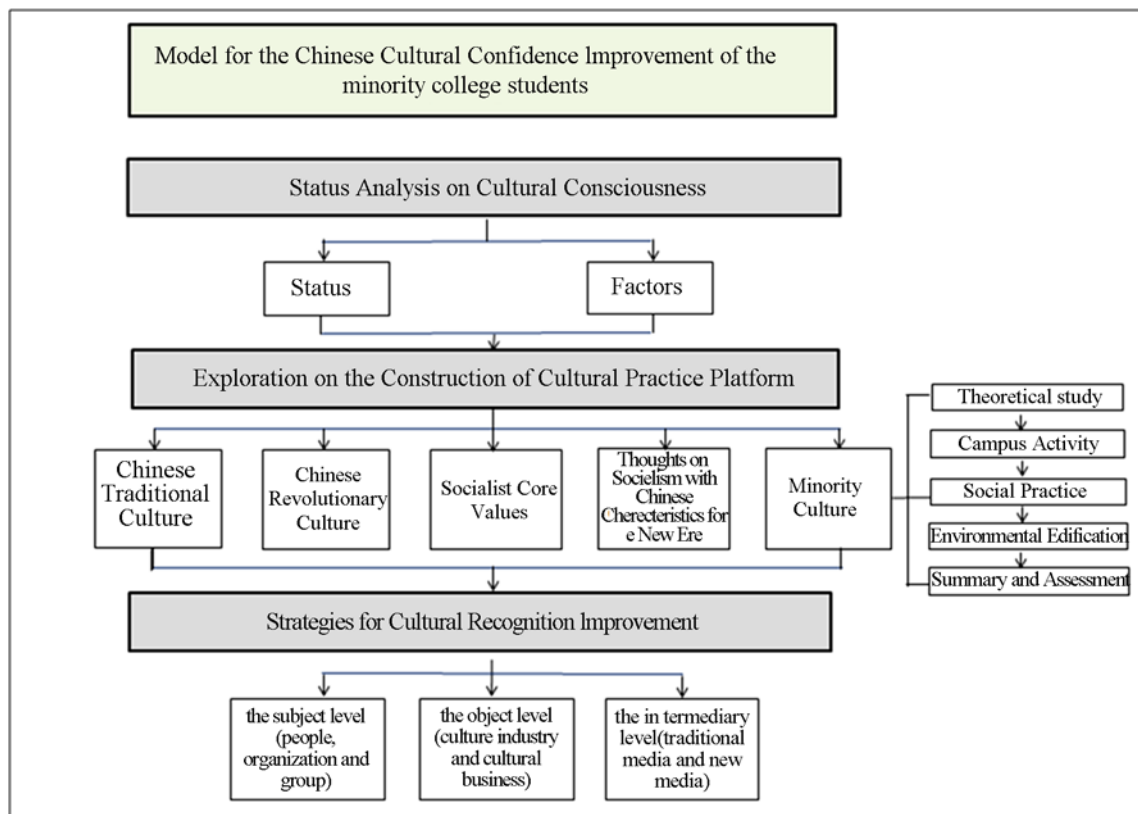


Figure 1
Creative Model of Cultural Confidence Improvement

Guided by the dialectical materialism and historical materialism, the study aims to build a cultural confidence improvement system by three steps, that is, status analysis on cultural consciousness, construction of cultural practice platform, and strategies for cultural recognition improvement. Specifically, with the support of theoretical analysis, a scientific, effective, systematic, and replicable model covering three dimensions of cultural self-consciousness, cultural practice, and cultural recognition in macro view, would be constructed to enhance the confidence of Chinese traditional culture, Chinese revolutionary culture, socialist core values, minority culture, and thoughts on socialism with Chinese characteristics for a new era for minority university students. Eventually, the socialist culture with Chinese characteristics for a new era would be internalized in heart and externalized in behaviors of minority university students.

2.1 Status Analysis on Cultural Consciousness

Based on the literature review above, it is found that the previous researches preferred to consider cultural consciousness from four aspects, including socialist culture with Chinese characteristics, Chinese traditional culture, minority culture and world culture. With the purpose of the present study, the new category, including the Chinese traditional culture, Chinese revolutionary culture, socialist core values, minority culture, and thoughts on socialism with Chinese characteristics for a new era has been taken into account to observe the cultural consciousness of minority college students, which correspondently brings light on the construction of cultural practice platform.

By summing plenty of research findings, the status quo of the minority college students' consciousness on socialist culture with Chinese characteristics can be concluded in four aspects. Firstly, it shows that the minority students have high awareness of Chinese culture, with a comparatively overall understanding of Chinese institutional culture including ethnic policies. Secondly, the status of Chinese culture in the history of human civilization has not been accepted by all minority college students. Lacks of affections on the Chinese culture, minority students have not developed the subjective awareness or the sense of pride. Additionally, national policies have not received unanimous support from ethnic minority students from border areas. Thirdly, the relationship between Chinese cultural identity and national cultural identity has not been correctly understood by a considerable number of minority students. Minority students, to a certain extent, were extremely close to the ethnic culture rather than the Chinese culture, which led to the weak recognition of the Chinese culture. Fourthly, the minority college students have not form a united consciousness and practical actions to defend the socialist system with Chinese characteristics. Also, they have not transformed the recognition on the socialist core values

into practice, which located in the center of socialist culture with Chinese characteristics.

With the rapid development of economy in China and globalization in the world, cultural consciousness of minority college students confronted with conflicts from the different values, multicultural concepts, social transformation and social groups' mobility and differentiation. For lack of the spiritual culture in campus culture construction and cultural literacy in education, which covers ideological and moral qualities, professional competence, physical health and mental health, the essences of Chinese culture have not been totally accepted and internalized by minority students. Furthermore, the public media exerted negative influences on cultural consciousness, the minority students may be misled by the sham news and unhealthy internet culture easily and unconsciously. Additionally, the deviation of values and loss of ideals may prevent the construction of cultural consciousness of minority college students in an indirect way. For the reasons above, the higher education in China has to concentrate on the consciousness of minority college students.

2.2 Exploration on the Construction of Cultural Practice Platform

In view of this, the study takes the status analysis of cultural consciousness as the theoretical basis, to construct a cultural practice platform for minority college students covering the three levels above. The platform regards the "Chinese traditional culture, Chinese revolutionary culture, socialist core values, minority culture, and the thoughts on socialism with Chinese characteristics for a new era" as the main content in lateral dimension, following the upgrading path of five steps "Theoretical Study-Campus Activity - Social Practice- Environmental Edification -Summary and Assessment" in vertical dimension, to establish a comprehensive system. The process of practice would be achieved in forms of curriculum construction and team building, expecting to encourage the minority students to participant into cultural learning and cultural innovation, so as to improve the cultural confidence of them fundamentally and comprehensively.

In detail, the procure of "Theoretical Study" aims at helping minority students to grasp basic knowledge of the Chinese culture through classroom teaching, by combining the advantages of classroom teaching with extracurricular practice in ways of group discussion, lectures, speeches and so on. "Campus Activity" obviously refers to holding various activities to better understand the essence of Chinese culture. "Environmental Edification" focuses on the construction of beneficial experiencing circumstances by traditional media and new media. "Social Practice" aims at guiding students to create cultural works in practice. "Summary and Assessment" tries to help students to rethink their practice outcomes and improve the pertinence and effectiveness of platform construction.

Besides, the form of curriculum construction can clarify the purpose of the improvement at each stage, and highlight the key points in study with a systematic evaluation system. The form of team building can fully inspire the initiative of students and develop team working skills.

2.2.1 Education on the Chinese Traditional Culture

Chinese traditional culture is the foundation and source of Chinese culture. This module intends to lead minority students to systematically learn the essence of traditional Chinese culture. Based on the traditional culture of minorities, the close relationship between the Chinese culture and minority culture is clarified. After the concept that the traditional culture of minorities is an important component of Chinese excellent culture, deeply roots in the mind of minority students, a high degree of recognition of traditional Chinese culture would be achieved.

In the stage of theoretical study, the important role and development history of Chinese traditional culture would be introduced, with the brief reviews on minority traditional culture by classroom teaching, lecture and group discussion. On-line and off-line campus activities (community activities, competitions, public welfare activities, etc.) would be held to provide the opportunity to absorb related theories in practice. Then, the minority students can participate in the learning of Chinese zither, Go, Calligraphy, Chinese Painting, and Poetry, as well as the minority languages, musical instruments, etc., to integrate into the atmosphere of the Chinese traditional culture. In the process of social practice, the creation of cultural products and investments of cultural heritage can be conducted voluntarily. After a series of learnings and practices, a self-assessment would be carried out to evaluate the learning performance.

2.2.2 Education on the Chinese Revolutionary Culture

This module takes the history of the CPC as the main line, to describe the important role of CPC and the significant contribution of minorities in the Chinese revolution. By forming a high degree of recognition of the Communist Party of China and the Chinese Revolution, the minority students would support the leadership of the CPC and the unity of China from the heart.

The theoretical study focuses on the history of the CPC, and the relationship between minorities' contribution and the victory of the Chinese Revolution. Also, various campus activities in creative way would be carried out to flourish the forms of study, to better understand the essence of Chinese revolutionary culture. In this module, to remember the history and the important role of CPC, the atmosphere of spreading the Chinese revolutionary spirits should be built in and out the campus by ways of learning history, visiting museums and so on. Furthermore, researches on the CPC and the Chinese revolution were encouraged to conduct by minority students.

2.2.3 Education on the Socialist Core Values

The socialist core values are the nucleus of Chinese advanced socialist culture. This module aims to promote the social morality, professional ethics, family virtues, and personal morality of minority students. By nurturing and practicing the socialist core values, the ideological and ethical standards of minority students are strengthened, which appears helpful to form a high degree of recognition of advanced socialist culture.

In this module, the rich connotations of socialist core values need to be deeply explored by the approach of classroom teaching, group discussion, lecture and so on. More importantly, the socialist core values, which are derived from ethics, supposed to be internalized through practical actions, including volunteer service activities and public service activities.

2.2.4 Education on the Thoughts on Socialism With Chinese Characteristics for a New Era

This module concentrates on the interpretation of the Thoughts on Socialism with Chinese characteristics for the new era, so as to help minority students to integrate the "Personal Dream" with the "China Dream" based on the recognition of new ideas, new concepts, and new policies. In light of this, the ideological and political education of the minority college students would be enhanced, thereby promoting the healthy growth and comprehensive development of students.

It is worth noting that the theoretical study of this part is crucial in the process of education. Especially, the nationality outlook of Marxist and the nationality outlook of Thoughts on socialism with Chinese characteristics for a new era should be implemented among minority college students widely, so that they can follow the step of new policies actively. Moreover, the environment of learning the thoughts should be constructed by linked actions of different institutes inside and outside of the campus.

2.2.5 Education on the Minority Culture

Minority culture plays a significant part in the whole Chinese culture, featuring its long history, rich form of expressions and profound meanings. The history of minority culture can be regarded as the history of Chinese culture. However, the minority culture has its specialties, since the development of minority was accompanied by the development of religion, which cannot be confused. For the minority students, it appears more important to distinguish the essence of minority culture with the drabby part, which should be abandoned with the improvement of cognitive ability.

Therefore, the theoretical study should put emphasis on the essence of minority culture and approaches to inherit it in new era. With this purpose, campus activities and social practices for the minority students can be held to protect their ethnic culture and promote cultural innovation, thereby achieving the integration of Chinese culture and minority culture.

Table 1
Framework of the Cultural Practice Platform

| | Theoretical study | Campus activity | Social practice | Environmental edification | Summary and assessment |
|--|--|--|---|---|--|
| Chinese Traditional Culture | 1. Position and history of the Chinese traditional culture 2. Introduction of the minority traditional culture | 1. On-line activities 2. Off-line activities (community activities, competitions and etc.) | 1. Study of Chinese zither, Go, Calligraphy, Chinese Painting, and Poetry 2. Inheritance and protection of the traditional culture | 1. Traditional media (report, advertising, poster, radio) 2. New media (video, social network) | 1. Literature works and cultural products 2. Investments and researches |
| Chinese Revolutionary Culture | 1. History of the Chinese Communist Party 2. Relationship between minorities' contribution and the Chinese revolution. | 1. On-line activities 2. Off-line activities (community activities, competitions, and etc.) | 1. Visiting museums 2. Visiting revolutionary sites 3. Interviewing old soldiers and etc. | 1. Traditional media (report, advertising, poster, radio) 2. New media (video, social network) | 1. Literature works 2. Investments and researches |
| Socialist Core Values | 1. Connotation and meaning 2. Requirements on social morality, professional ethics, family virtues, and personal moralities | 1. On-line activities 2. Off-line activities (community activities, and etc.) | 1. Volunteer service activities 2. Public service activities and etc. | 1. Traditional media (report, advertising, poster, radio) 2. New media (video, social network) | 1. Literature works 2. Investments and researches |
| Thoughts on Socialism with Chinese Characteristics for a New Era | 1. Connotation and meaning 2. Nationality outlook of thoughts on socialism with Chinese characteristics for a new era | 1. On-line activities 2. Off-line activities (community activities, competitions, and etc.) | Public speech and etc. | 1. Traditional media (report, advertising, poster, radio) 2. New media (video, social network) | Investments and researches |
| Minority Culture | 1. Relationship between the Chinese culture and minority culture 2. The essence of minority culture | Community activities, lecture and etc. | 1. Study of the minority languages, musical instruments and etc. 2. Inheritance and protection of the minority culture | 1. Traditional media (report, advertising, poster, radio) | 1. Literature works 2. Investments and researches |

2.3 Strategies for Cultural Recognition Improvement

In general, the recognition of the socialist culture with Chinese characteristics could be improved from three levels, namely, the subject level (people, organization and group), the object level (culture industry and cultural business) and the intermediary level (traditional media and new media), which also provide ways for cultural practice of minority college students.

In light of this, some specific strategies can be brought out as follows. From the subject level, the higher education of minorities should be accelerated rapidly to create beneficial social environment; the bilingual education should be enhanced through language learning and language environment construction; the cultural construction of university campus should be reinforced by political courses, campus activities and social practice. From the intermediary level, the public media should be supervised and regulated to play positive role in shaping public opinion. Under the new media era, it is necessary to better use the social media to broaden the transmission ways of culture, with the combination of advantages of the traditional media. From the object level, the culture industries and cultural enterprises should endeavor to advance the Chinese culture and the minority culture, and create innovative cultural products with the guide of national policies.

CONCLUSION

Generally, on the one hand, this study deeply analyzed the current situation of cultural consciousness of the minority college students, carried out a systemic platform for cultural practice, and ultimately proposed a mechanism for cultural recognition, which is conducive to deepen the confidence on the socialist culture with Chinese characteristics in the new era.

On the other hand, under the guidance of thoughts on socialism with Chinese characteristics for a new era, a practical model with feasible operation and wide application was constructed, providing a new perspective and method for ideological and political education of minority college students. By improving minority students' ethic confidence, cultural confidence, and national confidence, the unity of all nationalities would be consolidated fundamentally.

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