

Research on the Countermeasures of National Identity Education for Young Students in Hong Kong

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Abstract

It should be said that there are some omissions in the actual implementation of national identity education in Hong Kong. Strengthening the national identity education for local young students has become an imperative task. After clarifying the concept of national identity education, it is very urgent to propose targeted methods. The implementation of national identity education should adhere to the principle of direction, penetration, and level, and combine theoretical education methods, practical methods, model methods, and self-education methods with actual conditions.

Keywords

National Identity Education; Young Students; Ideological and Political Education; Patriotism.

1. Introduction

Since 1997, Hong Kong has returned to the motherland, but it is difficult to say that it has achieved a complete ideological return. The ideological and cultural differences between Hong Kong people, especially young students, and the mainland people are still obvious. Legislation, as one of the prerequisites for maintaining national security, can quickly deter riots, so education, especially national identity education, as an activity that consciously influences people's thinking and social practice, can be a long-term solution to the current issue of national identity in Hong Kong.

2. The Concept of National Identity Education

People are in communication with others at all times. In this process, individual consciousness will gradually tend to social group consciousness. And national identity is the identification of an individual or a group of the country to which they belong, as well as the cognition and belonging of elements such as history, culture, and ethnicity. From another perspective, the existence of a country is based on a certain moral foundation, and its most stable source of rationality is the national identity. Therefore, national identity, as a public awareness necessary for the survival of the country, maintains national unity and unity. Bonds are the prerequisite for this country to exist.

The effective construction of national identity requires the intervention of education. National identity education can be regarded as an educational activity to strengthen national identity and to instill knowledge and emotional content into the object in a planned way. Its core goal is to cultivate knowledge, emotion, and A qualified citizen who truly implements national identity in all aspects of will and behavior. At the same time, social public events, online virtual communities, and major anniversary events can also be used as the propaganda content and research fields of national identity education so that educational activities can maintain close

contact with social practice and the development of the times. From the perspective of function, national identity education can promote individual identity and sense of belonging, help individuals more effectively deal with their relationship with the group, society, and the whole world, and improve the quality of individual experience in social participation.

3. Countermeasures to Implement National Identity Education

Judging from foreign experience: the national education implemented in the United States is completed by opening a comprehensive course of "social studies", which includes direct civics teaching, which is very political, and the content includes the government and its functions. , The foundation of the political system, democratic issues, civil rights, etc. the United Kingdom conducts national education through several different levels. One is "civics" and "history" as specialized courses; Social and health education are supplementary courses [1]. It can be seen that the development of national education and the cultivation of citizens' national identity are also facts in Western countries. Ideological and political education is not a "patent" of a class, but a universal educational practice. Therefore, when it comes to the issue of national identity education in Hong Kong, it is logical to absorb some principles and methods of ideological and political education so that national education can be implemented in Hong Kong steadily and play its due role.

3.1. The Principle of National Identity Education

To absorb and learn from some principles and methods of ideological and political education, we should first set up special national education courses with the goal of establishing national identity. Although such courses are still not implemented well in Hong Kong, since the promulgation and implementation of the National Security Law, The central government has increased its determination to rectify the lawless forces in Hong Kong. The SAR government is also preparing for new national education curriculum guidelines. It should be said that special national education and moral education courses are on the agenda. Here, let's talk about enhancing national identity for young students in Hong Kong. What principles should be observed in national education and moral education.

3.1.1. Adhere to the Principle of Direction

National education curriculum must adhere to the general direction of enhancing national identity, so as to ensure that the essence of the curriculum does not change. The most important thing about the directional principle is to adhere to "One China". This is the bottom line of all education. All ideas that deviate from the "One China" principle must be resolutely resisted in the curriculum, and there is no room for it. Second, we must increase our awareness of adhering to the principle of curriculum orientation. Teachers in many relevant courses in Hong Kong primary and secondary schools have a vague concept of "nation", and some teachers even think that national identity or patriotism education is not a necessary civic education. In such an atmosphere, the effect of national education will not be guaranteed, so teachers' national identity consciousness must be strengthened. Third, the principle of orientation must be scientific, and the national education curriculum must be combined with the firm principle of adherence to the flexibility of the method, which will influence the educated subtly, and explore the point of convergence between the principle of orientation and the specific goals of education recognized by the country. , To unify various specific goals, to achieve the ultimate goal of enhancing national identity.

3.1.2. Pay Attention to the Principle of Penetration

Marx pointed out: "Consciousness can only be a realized existence at any time, and people's existence is their real life process." [2] The ideological problems of young students in Hong Kong are closely related to their learning and living environment. Therefore, national identity

education can only achieve ideal results when it penetrates various specific tasks, such as holding a school flag-raising ceremony, visiting naval ships visiting Hong Kong, watching patriotic film and television works, and so on. Of course, the principle of penetration must also emphasize that educators must have the awareness of combining various subtle tasks, and consciously integrate national identity education into all aspects that can affect young students in Hong Kong. Without the awareness of penetration, the phenomenon of "double-faced people" that is widespread in Hong Kong education cannot be curbed. At the same time, to strengthen coordination and form an educational synergy that the country recognizes in education, it is not enough to rely on a part of qualified teachers to do this job well, and a wide range of social forces must be mobilized to participate in it.

3.1.3. Implement the Principle of Level

Adherence to the principle of level is determined by the hierarchical characteristics of young students. The identities of contemporary young students in Hong Kong can be roughly classified here: first Chinese, then Hong Kong, first Hong Kong and then Chinese, and just Hong Kong people. The first category already has a good sense of national identity, but its proportion is very small. The education method needed is to consolidate and encourage; the second category has a basic sense of national identity, but has a heavier sense of locality and alienation, targeting similar The young students should actively guide them to better understand the mainland and enhance their patriotism; the third category lacks basic national identity and is very vulnerable to the "Hong Kong independence" ideology. This type of student must be the focus of teaching, Deeply analyze its ideological essence and source, and conduct a comprehensive education on national identity. It can be said that adhering to the principle of hierarchy is a requirement to improve the effectiveness of national identity education. In recent years, the status quo of national identity education for young students is not ideal.

3.2. The Method of National Identity Education

Mastering the principles is the first step, and mastering certain methods is a key part of completing the task of national recognition education. The method system summarized in ideological and political education has been proved by practice, and it is an effective way to solve people's ideological problems. Combining specific measures with theoretical guidance and applying them to the nationally recognized education environment in Hong Kong will hopefully produce good feedback.

3.2.1. Methods of Theoretical Education

Lenin said: "It is impossible for workers to have the consciousness of social democracy. This kind of consciousness can only be instilled from the outside." [3] Similarly, some Hong Kong youth lack the most basic awareness of national identity, and this awareness cannot arise out of thin air. It must be instilled by the outside world. In the corresponding courses, the indoctrination method of sports theory must be scientific, and the guidance must be included in the indoctrination internally, and the indoctrination should be complementary, and the two cannot be opposed. In particular, young students in Hong Kong have complex and complicated information in their daily lives. In addition, many people are in a rebellious period, and the window for accepting theoretical indoctrination is relatively narrow. They should pay more attention to guidance and not force indoctrination to prevent rebellious psychology. . Theoretical education should also pay attention to the actual situation, especially the ideological situation of young students in Hong Kong, be targeted, and insist on guiding. The educators of the relevant courses should continuously improve their theoretical level and practice the self-consciousness of national identity.

The promotion of theoretical education methods can be roughly divided into two directions: First, clarify the connection between national education and civic education, and increase the proportion of theoretical indoctrination in national education. There is no shortage of civic

education in Hong Kong. The political courses in universities and middle schools basically describe the "democratic system" and personal political rights. However, the advancement of national education courses has been repeatedly frustrated, and even now there is no separate course. Therefore, we must be soberly aware of the current dilemma in carrying out related education, have the courage to stick to national education, and insist on putting national education in a prominent position. The second is to combine national history education with contemporary national conditions education. Establishing the identity of the country's national history is the key way to find one's own identity in the long course of time. As a country with a long history of ancient civilization, increasing education on national history can enhance the national pride of young students in Hong Kong and further consolidate the awareness of national identity among young students. At the same time, there are very few introductions to the current Chinese national conditions in the current school curricula, and some of them are prejudiced or even slanderous, so there is no way to build national identity. Therefore, we must change the status quo, increase the proportion of national conditions education, and actively guide the right direction. For example, strengthening the education of Chinese youth culture, encouraging Hong Kong young students to pay attention to the Internet cultural gathering areas of mainland youths such as "Weibo", "Xiaohongshu" and "BILIBILI", and experience the pop culture of mainland youths. This is a lively experience. Measures to enhance education on national conditions.

3.2.2. Methods of Practice

Social practice is the source and driving force for the formation and development of human thought. It can be said that only in practice can the national identity consciousness of young students be truly cultivated. The benefits of practicing exercise methods are multifaceted. The process of practice exercise for young students is a process of putting into practice the nationally recognized ideas instilled in the curriculum and testing them through practice. This process helps young students enhance their ability to understand the country. , To better distinguish right from wrong, thereby increasing awareness. Second, it is conducive to consolidating the concept of national identity acquired in other ways. The formation of national identity depends not only on continuous theoretical education, but also on the deepening of practical training. The third is to strengthen the effect of theoretical education. Only when theory is connected with practice can it achieve better results. In practice, Hong Kong young students can internalize the concept of national identity in their own consciousness and externalize it into corresponding behavior in the event. It should be noted that the choice of practice exercise method should be combined with the actual situation of young students, and there must be a certain theoretical education as a foreshadowing. If the students who have not established a correct concept of the country or even have the wrong tendency to rashly implement radical practice methods, It may be counterproductive. Second, the implementation of practical activities cannot be just a whim. One or two practical activities have very limited changes in people's concepts. Therefore, regular national education and practice activities must be carried out in order to enhance the national identity of young students in long-term practice. There are many ways to practice and exercise. For example, you can refer to the "Model United Nations Conference". Young students can conduct activities such as "Simulated People's Congress". Focusing on current affairs hotspots in national development and social construction, ask them to act as representatives from Hong Kong or other places. , Follow the corresponding guidelines of the meeting, fully exercise the powers of deputies to the National People's Congress, and propose solutions to problems. Second, take advantage of the good opportunities of the construction of the Guangdong-Hong Kong-Macao Greater Bay Area to strengthen the practical exchanges between the two places of national identity education, and organize practical activities for youths in the Bay Area, such as "a lesson in total", joint sports meets, etc., for the two places The multi-directional flow of youth provides space, which also

encourages young Hong Kong students to have more opportunities to study and exchange in the Mainland.

3.2.3. Methods of Model Demonstration

Reasonable use of the method of model demonstration is also an important part of the construction of national identity education. The demonstration is a practical way to guide young students to establish national identity through typical people or things. Both positive and negative examples can be used as resources for role models. It can be said the "model" is an indispensable link in the process of cognitive improvement. If the most meaningful part of a role model's thoughts and behaviors is better represented and has clear and clear characteristics, it will easily attract people's attention quickly. The method of using role models is not taken for granted. Certain criteria must be observed: role models must be selected and used in a realistic manner. The power of role models comes from the truth. Models created deliberately are often hardly recognized by young students and fail to respond accordingly. Second, let the advanced figures show up as much as possible. For example, on-site communication activities can easily produce good educational effects. Third, pay attention to the use of a variety of ways and methods to carry out national identity education of role models, and use multimedia technology to shape and present vivid role models.

In practice, Hong Kong young people who have made achievements in the Mainland can be invited to demonstrate the opportunities that the country's development has brought to Hong Kong youth through lectures, seminars, etc.; Hong Kong patriots can be invited to give lectures, telling about the colonial history of Hong Kong and Hong Kong during the British period. The history of human struggle; exposing the fact that some of today's chaotic leaders have accepted the interests of Western political forces, fabricated lies that insulted the country, planned sabotage actions, and were brought to justice in order to serve as a warning and vigilance, and so on.

3.2.4. Methods of Self-education

Self-education is an important method for young students in Hong Kong to actively accept national identity education through self-study, self-cultivation, and self-reflection, and to exert their subjective role. The reason why this method is emphasized is that the above methods are an external cause for the formation and development of the national identity of young students in Hong Kong. Only through the active self-education activities of young students in Hong Kong can the idea of national identity be truly internalized. The development of self-education is first to improve the level of self-knowledge. Today's Hong Kong society can be said to be full of an impetuous and confusing atmosphere. Young students in Hong Kong may often have confusion about their self-cognition, such as inability to fully understand themselves and impetuous mentality. Psychological imbalance, not knowing where he belongs in his home country and other issues. Therefore, after mastering the theoretical knowledge, we must specifically analyze and judge our own behavior and then carry out self-education. The more content of national identity education mastered by young students in Hong Kong, the easier it is for them to form correct thoughts and learn how to judge good and evil. Secondly, you should regularly reflect and correct your own thoughts and behaviors, re-examine yourself after a period of time, and pay attention to timeliness.

What needs to be emphasized is that the self-education of national identity in Hong Kong must be based on the theoretical study. To deal with the objective facts of the lack of national identity of Hong Kong students, rashly developing self-education will be difficult to achieve the desired effect, and may even be counterproductive. Therefore, national education and patriotism education must be carried out in an orderly manner before self-education can continue to promote deepening. Second, self-education must adhere to the long-term nature, and must not stay in the form. The change of concepts and thoughts is a long-term process, and the subject

may have repeated thoughts and behaviors. It must be realized that this is a tortuous process, and self-education is not completed all at once. People must realize the nobility of national identity. It is necessary to pay more attention to self-education and construct the subject's belief model in a way of active acceptance. The subject psychologically agrees with this belief based on its own development needs and living reality. Third, self-education must adhere to the subjectivity of students, pay attention to the internal role of the subject itself, and must clearly understand that any external norms must be internalized into their own cognition and externalized into action through the perception of young students to promote the substantial improvement of national identity awareness. Paying attention to subjectivity is conducive to cultivating people's self-discipline. National identity is a conscious and voluntary behavior, and only when it is practiced from the heart can it achieve results.

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