

Study on the "Three Advances" of Ethnic Unity and Progress Education in Primary and Secondary Schools in Liangshan Prefecture

Jiayu Deng^{1, a}

¹School of Education and Psychology, Southwest University for Nationalities, Sichuan 610041, China

^a1765252889@qq.com

Abstract

"Three advances" is a new measure of General Secretary Xi Jinping's important thought on ethnic work, and a new path and new exploration to deepen the education work of ethnic unity and progress. Primary and secondary education in ethnic areas is not only the main front of education for ethnic unity and progress, but also an important field for strengthening exchanges and integration among ethnic groups. It is the path exploration of "entering the classroom" to clarify the curriculum concept of national unity and progress, improve the professional quality of national unity and progress, and integrate the local curriculum, rationally the campus materials, realizing the orderly linkage between people and elements, broadening the learning space, and the path exploration of "entering the mind" by integrating school and community education.

Keywords

Chinese national sense of community; National unity and progress education; Three progress; Ethnic areas; Primary and secondary schools.

1. Introduction

The Party and the state have continuously strengthened education in ethnic unity and progress in primary and secondary schools, In 1987, the State Education Commission issued the Notice on Paying attention to the Party's Ethnic Policy and Strengthening Ethnic Unity Education in Schools at all levels, which mentioned that primary and junior high schools should fully combine the phased characteristics of students, Combine ethnic unity education in all kinds of lively activities; In 2004, the General Office of the Ministry of Education and the General Office of the State Ethnic Affairs Commission jointly issued the Notice on Further Promoting the Education of Ethnic Unity in Primary and Secondary Schools, To the primary and secondary schools to continue to carry out ethnic unity education requirements; In 2008, the general office of the Ministry of Education about printing the school national unity education guidelines (try out) " and 2021 the Ministry of Education and other four departments about printing the deepening the new era of school national unity progress education guidelines are further defined the national unity progress education curriculum nature, basic principles, stage requirements and implementation way, etc., In the 20th report of the Party in 2022, " To strengthen the sense of community of the Chinese nation, To unswervingly follow the correct path of solving ethnic problems with Chinese characteristics, To uphold and improve the system of regional ethnic autonomy, To strengthen and improve the Party's ethnic work, We will comprehensively promote the cause of ethnic unity and progress."^[1]Education on ethnic unity and progress is an important part of the cause of ethnic unity and progress, and it is also a key step in forging the sense of community of the Chinese nation.

Primary and secondary schools in ethnic minority areas should not only undertake the educational task of "preaching, teaching knowledge and solving doubts", but also become the model vanguard of national unity and progress education in the new era. "Into the teaching materials, into the classroom and entering the mind" (referred to as "three advances") is one of the working methods of ethnic unity and progress education in contemporary schools. We need to clarify the "three advances" significance of ethnic unity education, combine the national development trend and the characteristics of primary and secondary school education, and constantly explore the realization path of "three advances".

2. The Significance of The "Three Advances" of Ethnic Unity and Progress Education in Primary and Secondary Schools in Liangshan Prefecture

In 2017, Liangshan Prefecture was named as the National Demonstration State of Ethnic Unity for the first time. In 2021, it was successfully nominated again in January 2023. Departments at all levels of the prefecture adhered to the sense of community of the Chinese nation and made every effort to promote the establishment of a new round of national demonstration state of ethnic unity and progress. The stage of primary and secondary schools is an important period for students' individual physical development, cognitive development and social development. During this period, the continuous strengthening of the national unity consciousness of the new generation of teenagers is of special significance for promoting the harmonious development of society, ensuring national unity and the realization of the Chinese national community.

2.1. Follow national policies and meet the development trend of the new situation

The party and the state attaches great importance to national work, all previous work conference constantly stressed the significance of the new era of national work, guiding ideology, basic principles, historical and realistic basis, main content, method and path, system and mechanism and organizational leadership, especially since the eighteenth party congress, according to the national work era development facing the new situation, will cast on the community consciousness of the Chinese nation as a new era of the party and the state to promote national work. One of the important requirements and significant feature is the great unity of the people of all ethnic groups and realize the great rejuvenation of the Chinese nation closely linked, will cast on the Chinese nation community consciousness as the work of the development of the new era of the party's high quality "outline", as the realization of the people of all ethnic groups united common political, ideological, psychological, value base and emotional ties. In 2021, the sixth plenary session of the party's 19 of the central committee of the communist party of China on the party's major struggle in one hundred achievements and historical experience resolution pointed out: "as long as we constantly consolidate and develop the unity of all ethnic groups, the national people's great unity, unity of the Chinese people, cast up the Chinese nation community consciousness, forming all the Chinese people at home and abroad heart think toward one place, interest makes toward one place of the vivid situation, will be able to gather up to realize the great rejuvenation of the Chinese nation the mighty force." [2] To further promote the "three advances" of unity and progress education in primary and secondary schools in ethnic minority areas is actually a concrete action to implement General Secretary Xi Jinping's important thoughts on strengthening and improving ethnic work.

2.2. Exploring a new path for deepening the education of ethnic unity and progress in primary and secondary schools in Liangshan Prefecture

Primary and secondary schools in ethnic areas in China are an important field to realize the in-depth communication and integration between teachers and students of all ethnic groups. It is a place where various ethnic and religious factors and diverse life styles collide and influence

each other. It is also a space-time environment with prominent nationality, diversity, difference and uniqueness. Primary and secondary schools in ethnic minority areas adhere to the leadership of the Party, fully implement the Party's education and ethnic policies, safeguard the reunification of the motherland and ethnic unity and progress, and implement the fundamental tasks of moral education, as an important task to train socialist builders and successors for moral, intellectual, physical and professional development. The purpose of further promoting the implementation of the "three advances" is to continuously plan, guide and deepen the education of ethnic unity and ensure the correct direction of the education work. As some scholars put forward, forging the sense of community of the Chinese nation is our new era of national work and the foundation of school ethnic unity and progress education, casting the sense of community further defines the new era of school ethnic unity progressive education goals and tasks and values,^[3]The significance of deepening the education of ethnic unity and progress is a positive and systematic reform of the education of ethnic unity and progress under the guidance of the important thought of strengthening and perfecting the work of the Chinese nation and on the basis of casting consciousness.^[4]The previous views not only illustrate the internal logic between the community consciousness of the Chinese nation and the education of ethnic unity and progress, but also bring new enlightenment to the progress of ethnic unity education and primary and secondary school education in ethnic areas.

3. The Meaning of "Three Forward"

"Three advances" plays an important role in promoting the education of ethnic unity and progress in primary and secondary schools in Liangshan Prefecture. The advance of exploring its development path is to clarify the meaning. This study understands the meaning of "three advances" of ethnic unity education in Liangshan Prefecture from "three advances", "three advances" and "three advances" of primary and secondary schools in Liangshan Prefecture.

3.1. The meaning of "three advances"

"Three advances" is the latest achievement of the sinicization of Marxism, and it is also a policy language and industry language with unique Chinese characteristics. Based on different national policy interpretations and industry development needs, there are different differences in the purpose, content and specific path of the "three advances". From the perspective of education, "three advances" includes three aspects: "entering teaching materials", "entering the classroom" and "entering the brain". The integrated education through teaching materials, courses and individual practice is in line with the policy requirements of national unity and progress education and the development needs of the new situation. In education, there are common things such as "three advances" of red resource revolutionary spirit, "three advances" of socialist rule of law concept education, and "three advances" of national security education and so on. In addition, the industry also commonly used "SanJin" to develop industry phased development goals, such as hr services "SanJin" (into labor service area, into colleges, into the enterprise), volunteer service "SanJin" (theory to preach into the community mind, warm support into vulnerable groups heart, health services into citizens friends), etc.

3.2. The meaning of "three advances" in the school

School "SanJin" is xi jinpings, general secretary of the Chinese nation community consciousness important discourse as a guide, through the "into textbooks" "into the classroom" "into the mind" three steps, strive to national unity progress education work mastery in school education teaching, national unity progress education as a school to carry out khalid ents fundamental task, training qualified socialist builders and successors, this is the inevitable requirement of realizing the great rejuvenation of the Chinese nation. Of course, such an understanding is still relatively general, but also in-depth analysis of the specific meaning of the "three advances" and

the logical relationship between each other. "Into the teaching material", refers to the schools at all levels and all kinds according to national unity progress education objectives and tasks, school education teaching rules and students' cognitive characteristics and acceptance ability, follow the basic principles of textbook writing, procedures, methods and requirements, write national unified textbooks, or in other related teaching materials into the spirit of the Chinese nation community consciousness and content, and in the curriculum plan and curriculum standards and different professional talents training scheme in the corresponding curriculum content, to give full play to the role of the excellent teaching materials and curriculum resources in national unity progress education. National policy documents are strictly required, and teaching materials involving ethnic and religious contents should be submitted to national professional institutions for compilation, and unified review can only be used for teaching.

"Entering the classroom" means that the classroom teaching of schools at all levels and of all types should fully reflect the concept of ethnic unity as one family, determine the classroom teaching objectives of ethnic unity and progress education, carry out educational and teaching activities around the objectives, and complete the important task of deepening ethnic unity education through the main position of school classroom teaching.

"Entering the mind" means that schools at all levels and of all types should vigorously improve the actual effect of the Chinese national community education, transform the requirements of ethnic unity and progress education into the internal consensus of teachers and students of all ethnic groups, and make them internalized in their hearts, externalized in their actions and transformed into faith. "Into the mind" should include two parts: "into the mind of students" and "into the mind of teachers", learning the consciousness of the Chinese nation, constantly accepting and internalized the consciousness of community of the Chinese nation, is the effective performance of the education of national unity and progress.

To sum up, "three advances" is an educational system that is interrelated, mutually reinforcing and logical. Among them, "into the teaching material" is the basic requirement, "into the teaching material" and "into the course" have consistency, "into the teaching material" and "into the course" provide a solid foundation and possibility for "into the classroom", and "into the classroom" put forward the objective requirements of "into the teaching material" and "into the course". At the same time, "into the teaching material" "into the curriculum" and "into the classroom" and overlapping places. Compared with "entering the textbook" and "entering the curriculum", "entering the classroom" is a broader concept category, involving all aspects of classroom teaching. "Into the teaching material", "into the course" and "into the classroom" are the method, carrier, way and means, and "into the mind" is the final result. In other words, the purpose of "entering the mind" is achieved by promoting the implementation of ethnic unity and progress education "entering the textbook", "entering the curriculum" and "entering the classroom", which is the internal logical relationship between the "three advances" of ethnic unity and progress education in schools.

3.3. The meaning of "three advances" in primary and secondary schools in Liangshan Prefecture

This study limits the subject and object of the "three advances" of the ethnic unity and progress education to the primary and secondary schools in Liangshan Prefecture, and explores the educational path of the "three advances" of the primary and secondary schools in Liangshan Prefecture, so as to continuously deepen the effectiveness of the local ethnic unity and progress education. The object selected in Liangshan prefecture, because of the particularity of primary and secondary schools in ethnic minority areas, make it in national unity progress education work effectiveness, demonstration and lifelong more emphasized, it is cast up the extreme importance of community consciousness of the Chinese nation, is the development of primary and secondary schools quality situation, characteristics and tasks.

4. Implementation Path

The path of both pertinence and effectiveness puts forward the way, platform construction and value return concerning the implementation of ethnic unity and progress education in primary and secondary schools in Liangshan Prefecture, which is of decisive significance to the promotion of the community consciousness of the Chinese nation.

4.1. Into the teaching material

4.1.1. Attach great importance to the teaching of the national standard spoken and written language

National common language is an important link of national unity progress, it is the basis of communication between teachers and students, in national unity progress education textbooks, to the national common language "into the textbook" is the basic step, should also be in the local curriculum, school-based curriculum establishment of strict use of national common language, if the national language cannot communicate, the cast on community consciousness of the Chinese nation is impossible.

4.1.2. Integrate into the textbooks of other disciplines

The content and spirit of national unity are integrated into other relevant teaching materials, and the teaching materials of national unity and progress with integrated characteristics are compiled, aiming to give full play to the unique educational value and function of the integrated teaching materials. The teaching materials of ethnic theory and ethnic policy, teaching materials of ideological and political theory, Chinese textbooks and history textbooks in primary and secondary schools in ethnic areas contain rich factors of national unity consciousness, and it is necessary and feasible to integrate the content and requirements of ethnic unity and progress education into these teaching materials.

4.1.3. Organize the compilation of local textbooks and school-based textbooks

According to the actual school area and distribution characteristics of diverse ethnic culture, fully tap reflects the regional ethnic communication blend, harmony, harmony, the history of the story, used to write national unity progress education local textbooks and school-based teaching material, to enhance the adaptability and pertinence. Of course, the compilation of local textbooks and school-based textbooks must take ethnic unity as one family as the whole principle, and pay attention to the selection of educational materials conducive to ethnic unity and progress. With the help of teaching materials, it is necessary to carry out comprehensively and systematically the theoretical education of Marxist ethnic theory, the education of the important ideology of the ethnic work, the education of patriotism, the socialist core values, the education of the four history and the "pluralistic integration" pattern of the Chinese nation. At the same time, strengthen the national unity of primary and secondary schools in ethnic areas, help all ethnic teachers and students to understand the development of the motherland, rich and splendid culture, national communication touching story, strengthening the great motherland, the Chinese nation, Chinese culture, the communist party of China, the identity of socialism with Chinese characteristics, to consolidate the unity of primary and secondary schools progress of thought, theory, practice, policy and value base. According to the Guidelines for Deepening Education on Ethnic Unity and Progress in Schools in the New Era, the compilation of local and school-based teaching materials must be used only after the approval of the administrative department of education under The State Council and the examination and approval by relevant departments.

We emphasize the national unity progress of primary and secondary schools in national areas education "into the teaching material", because the teaching material is the basis of school education, is to solve "cultivate what people, how to cultivate people, for whom cultivate" the important carrier of fundamental problem, teaching material and the implementation of

national education policy has a close relationship with the realization of education goal, textbook is the concentrated reflection of national will. At the same time, teaching materials are also the basic basis of teachers 'teaching, students' learning and teaching evaluation, and are an important intermediary for cultivating the core qualities of college students of all ethnic groups and forging the sense of community of the Chinese nation."Entering teaching materials" mainly solves the problem of what to teach, what to learn and how to evaluate the main line of ethnic unity and progress, which is also an important measure to implement the education of ethnic unity and progress in primary and secondary schools in ethnic minority areas. In 2019, the Textbook Bureau of Teaching Materials of the Ministry of Education issued the Implementation Plan of the "Casting Soul Project" of primary and Secondary schools, which has important guiding significance for "entering teaching materials" in the education of ethnic unity and progress in primary and secondary schools in ethnic minority areas. Some scholars suggest that the use of national unified textbooks is an effective way to consolidate the national unity and the first step in the education of national unity and progress.^[5]

4.2. Into the classroom

4.2.1. Interpretation of the national unity education curriculum

The goal of ethnic unity education in primary and secondary schools: to make the students of primary and secondary schools have a preliminary understanding of the customs, religion, history and culture of the 56 ethnic groups in China, and have a certain research and understanding of the basic theories and policies of ethnic issues. In the future, it will lay a good ideological foundation for the implementation of ethnic unity and progress, understand the characteristics of all ethnic groups, can enhance ethnic unity, maintain the consciousness of the reunification of the motherland, and promote the equality, mutual assistance and unity of all ethnic groups.

Content and focus of ethnic unity education in primary and secondary schools: carry out the activity course of ethnic common knowledge in primary schools, focusing on learning and understanding the basic situation of various ethnic groups in China; offer ethnic policy courses in the middle school, focusing on studying Marxist ethnic and religious theory and the Party's ethnic and religious policies.

4.2.2. Strengthen the training of high-quality and professional teachers

Teachers are the bridge between students and knowledge. What kind of teaching methods and methods do teachers use to conduct teaching is the key to the success of a course. On the one hand, teachers should have professional knowledge literacy and level, Specifically, in the ability to correctly establish a sense of national unity and progress, Master the historical process of the Chinese nation, the cultural knowledge of various ethnic groups and other relevant knowledge, Can pass on and cultivate to the students the correct view of the motherland; With the help of the development of the history of the Chinese nation and the growth history of various nationalities through modern teaching equipment, Through more vivid and interesting pictures, audio and other ways to stimulate students' interest in learning, Gradually understand and master the objective knowledge; Analyzing the school curriculum resources, Through integration, integration, embedding, and more, Analyze and reorganize the content of the excellent traditional culture of all ethnic groups and the national excellent traditional culture, Creative redevelopment of new knowledge, And in this process with material symbols, Realize the flow and sharing of deep meaning construction into surface knowledge symbols. The formal meaning construction of knowledge endows the cognitive space with the function of "production", that is, the production and reproduction function of the cognitive space cultivated by the community consciousness of the Chinese nation in schools. Secondly, the interaction between teachers and students is conducive to promoting the construction of knowledge meaning. Teachers 'teaching and students' learning are the process of knowledge transfer and

integration, and the knowledge of the inquiry structure between teachers and students has become one of the important paths for the construction of cognitive meaning.

4.2.3. Integrate local courses with ethnic unity and progress as the core

How to transform knowledge symbols into self-knowledge memory and understanding requires a continuous in-depth understanding of knowledge, that is, the reorganization of knowledge signals. Subject teaching material presented about the elements of the Chinese nation community identity and knowledge collection for all ethnic students is a static text, dynamic information reorganization needs to national-local-school level 3 curriculum horizontal integration and deep excavation, national unity progress into the construction and implementation of the level 3 curriculum, strengthen the youth of the community of the Chinese nation. First of all, it is necessary to ensure that the implementation of national curriculum and local curriculum is school-based according to local conditions. Due to the unity and identity of national curriculum and local curriculum, in order to meet the differences of school characteristics and interest demands, the national curriculum is reconstructed according to the training objectives and characteristics of schools. Schools in ethnic minority areas to carry out the Chinese national community education has innate advantages, the integration of tertiary courses and mining can more national ideological unity, local culture (national culture) and the Chinese nation multiple knowledge information effectively transfer to students, form an organic link of the Chinese nation community consciousness education space. According to the actual needs of the school, strictly observe the national curriculum policies and standards, dig the curriculum resources, and the school should screen and reorganize the political identity and Chinese cultural identity, strengthen the connection among various disciplines, so as to promote the identity of students of all ethnic groups as the ultimate goal of curriculum integration.

Secondly, the development and implementation of various school-based courses at all levels. Schools have the right to independently develop and compile curriculum. Carrying out the community education of the Chinese nation should not only rely on the unified implementation of national curriculum and local curriculum, but also develop the corresponding school-based curriculum according to the cultural characteristics of schools. On the one hand, the development of school-based curriculum to reduce and the content of the national and local curriculum cross and knowledge overlap, such as national and local curriculum content has satisfy the national ideology, cultural consciousness, it also meet the education goal "to the party's identity, recognition of the great motherland, the identity of socialism with Chinese characteristics", also need to national unity and deepen the relevant knowledge arrangement and reorganization., On the other hand, in view of the particularity of ethnic school areas, the development of school-based curriculum should be around promoting national unity, strengthen national unity progress propaganda education development of national unity school-based curriculum and national culture school-based curriculum, with systematic and integrated curriculum system highlights the integration of "members of the Chinese nation" pattern and the diverse development of the Chinese nation excellent traditional culture, further improve the students' cognition and understanding of the community of the Chinese nation.

4.3. Into the mind

4.3.1. Implement theoretical and policy documents and consolidate the concept of the Chinese nation community

Ethnic areas of primary and secondary school teachers and students to study and understand xi general secretary of national unity progress education put forward important creative judgment, and the significance of the thesis, profound connotation, historical origin, theoretical basis, realistic basis, content system, implementation path and key requirements, etc., and learn to grasp and consciously use the party and the state issued the relevant policy documents, this

is deepening the implementation of national areas of primary and secondary schools national unity progress education "into the mind" policy basis and fundamental follow. If we do not even know what, why and how education on ethnic unity and progress is, then the further implementation of education on ethnic unity and progress in primary and secondary schools in ethnic minority areas can only be empty talk. Conscientiously study and implement the relevant important statements and the spirit of policy documents mainly to solve the content problem of "entering the mind", which is an important premise to further promote the implementation of ethnic unity and progress education in primary and secondary schools in ethnic minority areas. It is important to let the teachers and students of primary and secondary schools in ethnic minority areas know the theories and policies of ethnic unity and progress, but it is more important for the teachers and students of all ethnic groups to think, compare and give full play to their subjective initiative through in-depth study, and effectively transform the external theories and policies into internal ideas. This is an important link and representation of the unity and progress of ethnic education in primary and secondary schools in ethnic minority areas.

4.3.2. Strengthen the communication between teachers and students, and build a platform for emotional integration

Representational space is produced by life (live) through consciousness and representation, and it is the social relationship between the user and the environment.^[6] Every individual in life should deal with the political background, policy background and current economic background behind his living space to make his own rational judgment and value choice, and achieve a relationship experience of integrating life with others. This shows that individuals of various ethnic groups will, through frequent communication and continuous transmission of symbols, achieve a spiritual resonance of living, learning, working together and the integration of life. This kind of integration is the state of "each beauty" and its beauty "and" harmony but difference " among different groups or individuals. "Common" can be understood as a group living collectively in a specific field.^[7] In the national spatial structure, "common residence" means that multiple ethnic groups live within a certain area; "common learning" means the knowledge value of ethnic members to learn, communicate and learn from each other under the premise of cultural equality; "working together" refers to the state of mutual progress of each ethnic group or individuals in their work; and "common happiness" is the meaning of the community achieved through the first three, which is the emotional expression from the heart. Therefore, "living together, learning together, working together and enjoying together" is the national ideal of living environment and a new pattern of building harmonious ethnic relations. Secondly, we should build a platform for cultural exchange in schools and explore traditional cultural resources. The education platform of open sharing and win-win cooperation is an important way for the integration and creation of national cultural resources. It not only meets the attributes of physical space and social space, but also meets the highest level of spiritual space. In terms of physical space, national communication blend need to rely on certain material basis and practice carrier, which needs to pay attention to the construction of national culture hardware facilities, such as national museum, national culture pavilion, cultural exchanges, online cultural base, such as material cultural carrier, these also belong to the resource sharing of public cultural space. Cultural exchange platform to construct the new cultural context and national cognitive space, in this space presents the national language, religious beliefs and values, enhance the national subject of this national and his national cultural cognition and identity reconstruction, established the material space between national subjects or the educated "communication education process";^[8] At the same time, the continuous development of educational resources and the integration of local knowledge have promoted the in-depth exchanges and exchanges of the nation, and realized the release of the educational functions of "cultural education" and "cultural people's livelihood". People-to-

people exchanges need to gather a common understanding, that is, the principle of "equality, openness, inclusiveness, trust", fully reflect the ethnic subjectivity and cultural nature; cross-border ethnic education cooperation and exchange uphold the "consultation, consensus, build, sharing, symbiosis and win-win", and realize the construction of a community of human destiny in the collision of diverse cultures. The establishment of the education platform for people-to-people exchanges and education has an obvious "social capital" color, which requires not only the coherent institutional guarantee from top to bottom, but also the participation of social forces from the government and non-governmental NGOs, and the financial and technical support for cultural space. On the other hand, as the "origin" of culture, cultural diversity and localization characteristics have become the advantages of humanistic education platform. The education of national unity and progress should make full use of the local cultural resources, construct the original logical thinking and the cultural psychological field and education field, organically connect teachers and students, and realize the mutual assistance and symbiosis of cultural functions and cultural education functions.^[9]First of all, we should excavate excellent cultural genes from national culture and local knowledge. Whether these genes can become the basis of emotional resonance and mutual learning generated by our own nation or multi-ethnic groups, so as to become feasible educational resources and cultural products. Such as traditional ethnic minority festival weddings, customs, religious beliefs and other original culture, can analyze its cultural characteristics and other ethnic common values, through the development of school curriculum resources, the display of public cultural space and folk activities, with direct education communication way to realize the integration of national cultural tradition and modern, promote minority cultural material space and social space of parallel structures.

4.3.3. Make rational use of material loads on campus to realize the orderly linkage between people and elements

The school space is a container containing material, and gives the dual attributes of education and society, so the school needs to reasonably plan the school space and environment layout, and make full use of all the educational resources that can be developed in the school. First of all, the elements of the Chinese national community should be integrated into the school architecture and the overall design of the environment. The campus is not only a place for teachers and students to study and live, but also a material place for continuous spiritual edification. It is necessary to carry out reasonable planning of the school architecture, horticulture and spatial layout to realize the full development of the hidden curriculum resources. But often the school has formed a specific spatial structure and layout, on the basis of limited material bearing to seek the school architecture to show the unique campus culture. Schools in ethnic minority areas should be designed with local characteristics and ethnic culture through regional division, such as the "wind and rain bridge" of the Dong nationality and the "Yanshan painting" of the Zhuang nationality presented in some schools. Secondly, the development and utilization of school functional areas should not only cover the dimensions of political attributes, cultural attributes and national attributes, but also rationally layout and use the school public space, so that all the elements of which can generate students' "five identities" of the Chinese national community. School public activity space is the school takes up area more space, is also the students outside the classroom activities most material space, the playground ceremony, the flag of the national flag ceremony every Monday, cultural corridor and cultural function works display and extracurricular activities, has the material carrier of space properties and moral shape function. However limited space structure limits the bearing rate of material space, in the development and utilization of school public places can not consider beautiful and accommodating, trying to include all education elements, like sample school public activity area because there is no reasonable planning and design, lead to traditional virtue, material culture and ethnic elements filled with the whole activity space, slightly messy.

In fact, schools should design and plan the educational space, divide its places and functions, design the corresponding cultural areas, the historical area of the Chinese nation and the knowledge learning area of national political parties, and orderly present the corresponding symbolic elements in its space, so as to realize the dynamic interaction between educational elements and people.

In addition, the planning of small space classrooms highlights the educational connotation. Space design and utilization should be more refined and micro, personalized campus space to accommodate and include personalized classroom space. School physical space building and design need to refine and refinement, and the classroom as a school field minimum, the interaction between teachers and students most "education space", is to accommodate and load personalized special places, more need elaborate design and layout to every corner, in order to highlight the shape of the Chinese nation community education. The sparrow is small, but it has all its own internal organs. Classroom space should be designed and arranged from three aspects: the integration of national ideology, the embedding of local cultural ecology and the in-depth individual mentality of teachers and students, One is to meet the modern classroom equipment and equipment, For example, multimedia teaching equipment, digital whiteboard, high definition display screen and other knowledge content used to popularize and publicize the Chinese national community education, Modern educational means and technology can be better used as a material carrier to cultivate and deepen the education of ethnic unity and progress; Second, the wall static decoration and content update should constantly integrate and develop the recognition of the Chinese national community, For example, the national flag, China's administrative map, the propaganda board of socialist core values and other written symbols of national political parties, The rear walls of the classroom are designed to separate and use different contents, Display the Chinese culture and the history of the Chinese nation. Third, highlight the construction of personalized culture and the creation of ethnic classrooms, so that students can immersive experience and perceive the Chinese national community.

4.4. Expand the boundaries of learning space, and integrate school and community education

The school has the relatively closed nature and spatial independence of the "ivory tower". The school has a targeted educational environment that can ensure the safety of students, and can ensure the order and regularity of the "ivory tower" to a certain extent. But long-term learning in a fixed closed environment, will make the teachers and students have foreign rejection, and with social real life, schools should break the "ivory tower" situation, break the space inside and outside, highlight the national unity progress education cultivation goals and core elements, namely national unity progress, casting community consciousness of the Chinese nation, which requires the participation of all members of all nationalities. First of all, the boundary area of material space should be widened. The narrow and closed educational space cannot play the role of the best regulation and persuasion. In order to prevent students from being tired of the continuous presentation of the material form of the school, the space construction should be expanded in the original spatial structure, that is, the public space connecting inside and outside the school. For example, X primary school keeps close contact between parents and school, and set up a waiting area where students can wait for parents to wait for school. At the same time, the space design of the waiting area is also integrated with the Chinese national community education elements, such as some audio and video propaganda, national culture exhibition and Chinese national unity and progress education brochures for parents and students to read, thus the expansion of material space of the school further expands the education object of the Chinese national community. On the other hand, we should break the boundary domain of material space. In ancient times, schools were usually located in the center of villages and towns, bearing the responsibility of social education; with the concentration of school education

responsibilities and the closure of educational places, school education and social education are disconnected, and schools and communities began to have obvious spatial separation. School national unity progress education to play the school education function, the relative independence of teaching space and closed, the first to provide home-school cooperation platform and space field, not only to let parents participation and perception of the Chinese nation community education content and elements, also want to play the school community education function, community members participation and perception experience, realize the ethnic members of the Chinese national identity. Secondly, to break the material space boundary, the school needs to undertake the corresponding social responsibility and mission, and further realize the emotional connection of the Chinese national community identity of the Chinese people of all ethnic groups. Therefore, the school needs to combine the geographical advantages and spatial advantages to achieve deep integration and interstructure with the community structure.

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