

## **A Study on the Influence of Minority Foundation Students' Identity on Culture in Colleges and Universities**

Xuehui Wu and Xiaoli Su

NanChang Institute of Science and Technology, Nanchang, 330108

**Abstract:** With the continuous deepening of reform and opening up, minority foundation education has brought tremendous opportunities for development, and it has also had a tremendous impact on minority foundation education. Over the years, reform and opening up have shown that China's basic education for ethnic minorities has shown a good momentum of development and achieved remarkable results. The source of foundation students is mainly to enjoy the minority policy, but the minority foundation students have already lived in their own ethnic areas before entering the university, and are affected by the local natural environment. The environment, lifestyle and educational conditions will greatly influence the far-reaching impact of students entering the university campus. Cultural identity refers to individuals or groups that consolidate existing cultural norms such as institutions and customs into their own psychological consciousness. The identity of unified culture will be regarded as the common psychological consciousness of the whole society. At present, minority college students are not optimistic about the status quo of Chinese traditional cultural identity, and there are hidden dangers.

**Keywords:** Minority Foundation Students; Cultural Identity; Cultural Influence; Countermeasures and Suggestions

### **Introduction**

Since the beginning of the 21<sup>st</sup> century, Chinese universities have developed rapidly and cultivated a large number of talents for the society. With the rapid development of the social economy, the demand for talents continues to increase. Under this background, colleges and universities continue to implement enrollment expansion across the country, and at the same time strengthen the internal environment construction of colleges and universities. Ethnic minority foundation education is a great measure of the party's national policy. It is necessary to adapt to reform and opening up and is of great significance to promoting stability and sustainable development in ethnic areas and strengthening national unity. Through the special preschool education, this special form of running a school has trained a large number of talents at all levels. Among the students in colleges and universities, there are some pre-university students of ethnic minorities. As a special group, it mainly comes from ethnic minority residential areas, and the growth of such students is directly related to the future development of ethnic minorities. This paper puts forward some specific measures to improve the national traditional cultural identity of college minority foundation students from various aspects, aiming at reducing the communication barriers of minority foundation students.

### **I. Foundation Education for Minority Students at Colleges and Universities**

The first-line teaching management personnel who have been engaged in minority foundation education for many years believe that the education of minority foundations is actually based on ethnic minority areas. It is a special form of higher education established for the training of qualified college students in ethnic areas. It is a special and effective measure to ensure that there are more talents, faster talents, and better talents in remote and poor ethnic areas. It is of great significance in implementing the party's ethnic policy and promoting the common prosperity and development of all ethnic groups.

Relevant research believes that foundation education is a special level of the Nationalities College. Its basic task is to take special education measures according to the characteristics and actual level of minority students, and strive to improve students' ideological and political quality and cultural level, and strengthen the training of basic knowledge and basic skills. This lays a solid foundation for entering the college and undergraduate studies. The foundation education is a strategic measure taken by the party and the government to develop national higher education and implement educational policies and national policies. This reflects the state's policy of supporting national higher education, and provides a bridge for the children of ethnic minorities to enter higher education institutions.

Some researchers also believe that minority foundation education is an important part of national higher education. This is the special level of education between the third year of junior high school and the first year of undergraduate degree. The academic system is usually one to two years. This is a preferential policy for minority and rural family students who have not yet fully met the university admission scores. After one to two years of "preparatory period" study, university foundation students usually go directly to undergraduate studies. They all believe that minority foundation education is a special level of higher education. They all recognize that minority foundation education is a marginal and impoverished ethnic region. Some people only think that the entrance goal is the minority agricultural population of young people and the poor. The candidates are "minority and rural students". They mainly pay attention to the preparatory education of ethnic minorities from the perspective of national policies. In the 1990s and before, the foundation education of ethnic minorities was basically monopolized by minority students from the urban affluent class. Minority foundation education, often referred to as minority foundation education, is currently considered a special higher education in China. Minority foundation education refers to the minority preparatory education schools of minority students who participate in the national unified higher school admission examinations and the national master's unified examinations and are appropriately graded by the admission schools.

## **II. National Minority Foundation Students' Traditional Chinese Cultural Identity**

### **2.1. Cognitive Level**

For the term "traditional culture of the Chinese nation", most of the founding students of the ethnic minorities only know its general meaning, which indicates that the students do not know enough about the "traditional Chinese culture". In the classroom communication with students, the author found that ethnic minority foundations have the most understanding of ethnic festivals and customs, but little understanding of traditional culture thoughts and literature. In the teaching process, some students know little about the specific content of traditional culture.

### **2.2. Emotional Identity**

The emotional identity of the traditional culture of the Chinese nation refers to the students' love for and love for the traditional culture of the Chinese nation. Minority foundation students are very familiar with the traditional festivals of the Chinese nation. However, this familiarity is limited to customs and habits, not the cultural connotations of traditional festivals. What's more, there are only a few days off when it comes to traditional festivals. In the daily life of students, there are far more students who like Christmas and Valentine's Day than those who like Spring Festival and Tanabata.

### **2.3. National Identity**

Ethnic identity has a broad and narrow sense. In a narrow sense, ethnic identity is only the recognition of the ethnic minority foundation. In contrast, the concept of national identity in a broad sense is more extensive, mainly referring to the individual's recognition of the national identity of the country, which includes a deeper recognition, that is, the recognition of the multi-ethnic unity and

diversity of our country. National identity is a complex issue. It includes the individual's recognition of a national group, as well as the sense of belonging, as well as the individual's evaluation of the group. In the long-term life practice of ethnic groups, individuals have long formed their beliefs and attitudes towards the nation and acknowledged their acceptance of their national identity.

### **III. Raising the National Traditional Culture Identity Strategy of the Minority Foundation Students at Colleges and Universities**

#### **3.1. Take the Traditional Cultural Education of the Chinese Nation as the Core to Construct the Traditional Identity of Ethnic Minorities**

Hegel believes that the patriotism enthusiasm and national identity of a nation will form a unique trend of the nation and be passed down from generation to generation. It is imperceptible and becomes the psychological structure of a nation, and slowly evolves into the intention of each generation of individual habits, that is, the individual's "second nature". It can be seen that traditional culture is not only the dominant ideology and essence of a nation, but also the spiritual driving force and pillar of a nation's survival and development. The content of national cultural identity includes political identity, national identity, mother tongue identity, national cultural identity, and traditional cultural identity. Among them, traditional cultural identity plays an extremely important role in national cultural identity.

#### **3.2. Create a Diverse Form of Traditional Chinese Culture Identity Education**

At present, the language teaching mode of the minority foundation is relatively simple, and the basic knowledge is consolidating, but it ignores the inheritance of Chinese traditional culture, and the teaching has not achieved the expected results. Chinese traditional culture identity education for the founding students of ethnic minorities must first be recognized psychologically by students. Cultural identity is a process of blending consciousness and other cultures on a national psychological level. It is different from other courses. Therefore, the language teaching of ethnic minorities should adopt a variety of educational forms, and let the minority foundations learn from the traditional culture of the Chinese nation and the cultural penetration in the teaching of the founding language.

#### **3.3. Experience the True Feelings of National Traditional Cultural Identity with the Campus Culture Festival as a Platform**

The school living environment is the guarantee for students to study and live. A good living environment can support the learning and life of the minority foundation. As an important designer of the future construction of ethnic minority areas, the students of ethnic minority foundations in colleges and universities will need to shoulder the task of inheriting and developing the traditional culture of the Chinese nation. The minority foundation students who are studying in colleges and universities must be on the learning platform of colleges and universities, and continue to display traditional cultural activities with the theme of national traditional culture on the campus culture festival. It includes special national costumes, folk songs and dances, ethnic specialties, and ethnic customs and customs to promote the traditional culture of the Chinese minority. This can make it easier for college students of foundations to have further knowledge of their own or other minority cultures.

### **Conclusion**

Foundation education plays an important role in China's higher education. This is an important measure to develop China's national higher education. It is conducive to providing professional senior talents for the development of ethnic minority areas. However, ethnic minority foundation students who have lived in ethnic minority areas for a long time have been involved. After the university life, there will always be problems of national identity and cultural adaptation. The foundation education of

colleges and universities is an important part of Chinese higher education. This is also an important measure for the development of Chinese higher education, and also a channel for universities to deliver high-quality talents to ethnic minority areas. However, students who have lived in minority colleges for a long time will encounter the confusion of national identity. Universities should be scientifically and correctly guide students to correctly understand and understand problems, solve problems, and promote the development of provinces and autonomous regions, thus laying a solid foundation for the development of ethnic minority areas in China and leading to a bright future.

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