

# Visualization Research On Chinese National Community Consciousness Education In Universities: Based On Citation Space Analysis (2015-2024) And Social Practice Activities Review

YUAN Zhoumiqi<sup>1</sup>, YIN Xinxin<sup>2</sup>

<sup>1</sup>(University Office, Hainan University, China)

<sup>2</sup>(International Business School, Hainan University, China)

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## Abstract:

Enhancing university students' Chinese national community consciousness represents a crucial educational policy initiative in contemporary China. The university students' summer cultural, technological, and health "Three Down to the Countryside" social practice activities (hereinafter referred to as "Three Down to the Countryside") constitute an important mechanism for universities to implement this policy. Utilizing CiteSpace visualization analysis tools and combining data from high-level Chinese journal literature (indexed by CSSCI and Chinese Core Journal databases) from 2015-2024 with student social practice activities, this study reveals the interactive patterns between theoretical research and practical development. The research findings indicate that both dimensions exhibit three characteristics: policy-driven initiatives, content deepening, and dimensional expansion. This paper proposes enhancing the quality and effectiveness of ethnic unity and progress education through the integration of theory and practice, innovative activity formats, and the establishment of long-term mechanisms.

**Background:** Chinese national community consciousness represents the collective identity of shared prosperity, shared adversity, shared honor, and shared destiny that China's various ethnic groups have developed throughout their historical evolution. This concept is rooted in historical emotional identification and the framework of "unity in diversity," serving as the foundation for ethnic cohesion, ethnic equality, and ethnic unity. In higher education, ethnic unity education typically employs a dual-structure teaching methodology combining classroom instruction and practical participation. However, China's current ethnic unity education is geographically concentrated in ethnic universities and predominantly employs classroom instruction methods, failing to achieve comprehensive participation and resulting in a disconnect between theory and practice.

The "Three Down to the Countryside" program represents a government-led, university-organized, student-participated social service and educational practice project aimed at cultivating university students' social responsibility and practical capabilities through cultural dissemination, technological promotion, and health services. This program bridges mutual understanding among ethnic groups through spatial-temporal extension, inter-ethnic interaction, and cognitive internalization, serving as an important channel for advancing Chinese national community consciousness education in contemporary China. This study combines bibliometric academic trend analysis with "Three Down to the Countryside" data research to explore approaches and methods for strengthening Chinese national community consciousness education in universities.

**Materials and Methods:** This research employs a methodology combining bibliometric analysis with practical data research. The bibliometric analysis for 2015-2024 targets "Chinese national community consciousness" and "social practice" using composite search formulas, with manual screening and refinement to extract papers indexed by CSSCI and Chinese Core Journal databases. Practical data includes policy texts and activity summaries of "Three Down to the Countryside" from Chinese youth network platforms. CiteSpace software is utilized for visualizing academic focus evolution and knowledge networks, while Office tools are employed for processing quantitative trends.

**Results:** Bibliometric analysis reveals that theoretical research has undergone three developmental stages: slow growth (2015-2017), rapid expansion (2018-2021), and stabilization (2022-2024). Keyword analysis positions "Chinese nation" as the central node, connecting clusters of ethnic unity, cultural identity, and rural revitalization. The timeline demonstrates progression from theoretical uniqueness to interdisciplinary diversity. During this process, "Three Down to the Countryside" has gradually evolved from single, scattered ethnic projects to specialized teams and integrated frameworks, aligning with policy directives such as ethnic unity education guidelines. Practice demonstrates spatial and thematic diversification, confirming policy-driven consistency between academic focus and practical activities through the institution-cognition-action chain.

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**Conclusion:** This research emphasizes the necessity of experiential learning through social practice activities in strengthening Chinese national community consciousness education against the backdrop of global changes and complex challenges, effectively addressing the shortcomings of traditional classroom-only theoretical education. The optimization pathways for conducting social practice activities include: strengthening policy-academic coordination; utilizing innovative practice formats such as digital platforms; promoting multi-stakeholder (government-university-enterprise) cooperation to achieve sustainable resource integration and feedback mechanisms. Through this educational approach, the dynamic "cognition-experience-understanding" process among university students can be promoted, enhancing cultural belonging and advancing ethnic unity and prosperity.

**Key Word:** Chinese nation's community consciousness; social practice; quality and effectiveness evaluation; Citespace analysis; practice-based education.

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## I. Introduction

Chinese national community consciousness represents the comprehensive conscious identification of all ethnic groups with shared prosperity, shared adversity, shared honor, and shared destiny, formed through emotional identification and value resonance during the long historical process. This concept embodies the unique theoretical framework of China's characteristic "unity in diversity" ethnic pattern. Given university students' knowledge advantages within the youth demographic and their special social roles, they play demonstrative and leading roles in Chinese national community consciousness education among young people<sup>1</sup>.

The current higher education system exhibits distinct dual-structure characteristics<sup>2</sup>: classroom instruction emphasizes explicit knowledge transmission, systematically explicating the theoretical connotations of community consciousness through curriculum systems; practical participation relies on practice-based educational carriers, emphasizing cognitive-level mutual understanding and collaborative cooperation. However, current university ethnic unity education is predominantly concentrated in ethnic institutions and theoretical education classrooms<sup>34</sup>, centering on ethnic minority students or ethnic regions<sup>5678</sup>, with educational approaches tending toward "emphasizing theoretical education while neglecting practical experience."<sup>9</sup> This situation does not fully align with the requirements of "comprehensive coverage, comprehensive integration, and comprehensive participation," whereas social practice activities can precisely complement classroom education.

Generally, social practice activities are understood in two ways: first, referring to the processes through which humans or most people engage in various activities to understand and transform the world—this represents broad "social practice"; second, referring to university students utilizing winter and summer vacations, holidays, etc., to conduct social practice activities in rural areas and grassroots communities, aimed at enabling students to step out of classrooms, engage deeply with society, serve at the grassroots level, and understand national conditions while enhancing social responsibility, practical capabilities, and innovative thinking—this represents narrow youth "social practice activities." This paper primarily refers to the second category of youth "social practice activities."

The value of social practice in the educational field manifests in three dimensions: the spatial-temporal dimension breaks classroom boundaries, achieving educational field extension<sup>10</sup>; the subjective dimension promotes inter-ethnic interaction, constructing embedded relationship networks; the cognitive dimension facilitates knowledge internalization, completing the transition from theoretical cognition to understanding cooperation. Based on this foundation, this paper takes recent theoretical research progress and university students' summer cultural, technological, and health "Three Down to the Countryside" social practice activities as entry points, combining bibliometric analysis with diachronic examination of practical projects to explore the evolution of theoretical research and practical projects in "Chinese national community consciousness" education, providing reference for Chinese universities to further optimize educational and teaching methods in this field.

## II. Literature Analysis

### (I) Research Methods

This paper employs a methodology combining bibliometric analysis with practical data research, focusing on academic dimensions (papers indexed by CSSCI and Chinese Core Journal databases) and practical dimensions (policy texts and activity summaries of "Three Down to the Countryside" from Chinese youth network platforms). The primary research tools are CiteSpace visualization analysis software and Office statistical software. Through graphical analysis of academic hotspots, evolutionary trends, and knowledge intersection networks regarding Chinese national community consciousness, this study reflects key integration

points with the educational field, further explores developmental trends, and examines new dynamics in "Three Down to the Countryside" social practice activities themed around "Chinese national community consciousness."

## (II) Data Sources

To ensure research data completeness, typicality, and credibility, literature sources are limited to papers indexed by CSSCI and Chinese Core Journal databases, employing composite search formulas:

Formula 1: topic-abstract-keyword = ("Chinese national community" + "strengthening Chinese national community consciousness" + "Chinese national community consciousness");

Formula 2: topic-abstract-keyword = ("Chinese national community" + "strengthening Chinese national community consciousness" + "Chinese national community consciousness" + "social practice").

Since the policy requirement to "enhance Chinese national community consciousness" was first proposed in 2017, the analysis focuses on the post-2017 period, with the end year set as 2024, while referencing and comparing 2015 and 2016 data to analyze trend changes. The search date was February 27, 2025. To further ensure sample literature purity, paper solicitation notices, thematic catalog lists, and literature unrelated to the theme were manually removed. Statistical analysis was also conducted on policy texts and activity summaries related to "Chinese national community consciousness" retrieved from China's authoritative media in this field—the Chinese Youth Network Platform (campus network and "Three Down to the Countryside" thematic network).

## (III) Research Results

### 1. Publication Quantity and Publication Trend Analysis

Bibliometric analysis of annual publication trends for specific research topics can systematically track academic hotspot trajectories in the field while indirectly reflecting diachronic changes in social attention. Figure 1 presents publication trend analysis for 2015-2024 derived from visualization analysis of search formula 1 in papers indexed by CSSCI and Chinese Core Journal databases. Figure 2 shows visualization analysis results obtained after search formula 2. Over the past decade, research related to "Chinese national community consciousness" has demonstrated policy-driven growth curves, with corresponding increases in related research combining with "social practice," stabilizing over the past three years. This can be specifically divided into three stages:

**Slow Growth Period (2015-2017):** In 2014, national policy required educational departments to further strengthen and consolidate Chinese national community consciousness. The proposition during this stage remained preliminary, with related research primarily concentrated within the scope of historical culture, concepts, and ideological development trajectories, lacking deep exploration and interdisciplinary, cross-field integration practices. While demonstrating slow growth trends, the quantity of related research remained low, with fewer than 70 papers annually. During this stage, the significance and value of "Three Down to the Countryside" social practice in shaping "Chinese national community consciousness" had not yet been explored, with high-level literature rarely mentioning it.

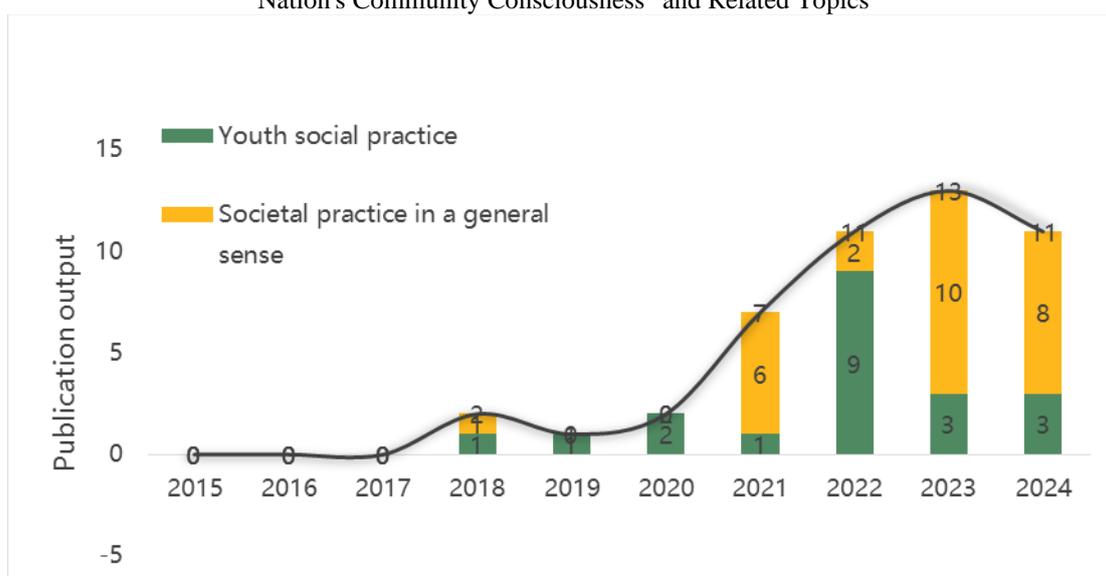
**Rapid Growth Period (2018-2021):** 2017-2018 marked an important turning point for research related to "Chinese national community consciousness," after which research in this field demonstrated clear year-over-year growth, with 2018-2021 showing increases of 110%, 102%, 55%, and 117% respectively compared to previous years. An important reason was national attention and policy support. A crucial node was March 2018, when "Chinese nation" was written into the Constitution<sup>11</sup>, triggering related theoretical research enthusiasm. Influenced by this trend, many scholars began focusing on the practical needs of "Chinese national community consciousness" and incorporating "social practice" as an innovation point into related research.

**Stable Development Period (2022-2024):** After 2022, publication base for "Chinese national community consciousness" research stabilized at over one thousand papers annually, with growth trends slowing but continuing stable growth of approximately 200 papers yearly. Academic research on this topic entered a new stage, more aligned with social reality needs and ethnic unity requirements, with related research involving "social practice" steadily maintaining around a dozen papers.

**Figure 1:** Publication Trend Changes under the Theme of "Chinese Nation's Community Consciousness" and Related Topics



**Figure 2:** Publication Trend Changes Related to "Social Practice" Activities under the Theme of "Chinese Nation's Community Consciousness" and Related Topics



## Keyword Analysis

### (1) Keyword Co-occurrence Analysis

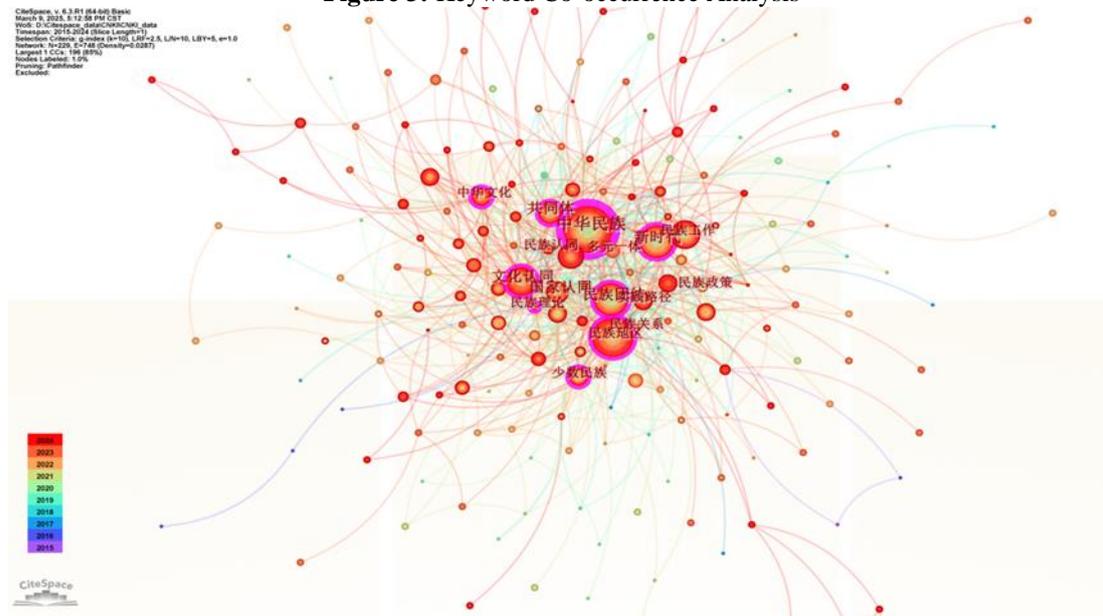
Distribution characteristics of high-frequency keywords can effectively characterize core research topics and frontier dynamics in specific disciplinary fields. This research employs the CiteSpace visualization analysis platform, selecting an observation period from January 2015 to December 2024, with annual time slice units of 1 year. The Pathfinder network pruning algorithm constructs keyword co-occurrence networks (K=10). As shown in Figure 3, the visualization map systematically presents the main research topics in this field over the past decade, with Table 1 quantitatively analyzing temporal distribution characteristics of the top 20 core keywords.

Node area in Figure 3 reflects keyword frequency, while network density of inter-node connections represents association strength between concepts, both showing positive correlation. The map displays 229 key nodes (N=229) and 748 key paths (E=748). Map analysis indicates that "Chinese nation" serves as the core hub node, radiating outward to two major research clusters of "ethnicity" and "culture," with nodes forming highly coupled semantic network structures.

Keyword node size reflects that "Chinese nation" represents the fundamental framework for all theories, appearing 297 times over the decade with earlier appearance times, serving as the research foundation and starting point for this field. Additionally, keywords such as "ethnic regions," "new era," "cultural identity," and "ethnic unity" also demonstrate high frequency. Overall characteristics manifest as: first, research related to "Chinese national community consciousness" predominantly centers around ethnic concentration areas and ethnic institutions; second, related research emphasizes deep cultivation in cultural fields, focusing on research from "cultural identity" to "ethnic identity" to "national identity," emphasizing the dialectical relationship between diversity and unity of Chinese national culture under cultural symbiosis contexts, with "practical pathways" also receiving significant consideration; third, responding to policy practice requirements such as

"rural revitalization," frequently mentioning policy-oriented keywords like "common prosperity" and "rural revitalization"; fourth, keywords such as "universities," "university students," and "ethnic universities" reflect the importance and necessity of schools enhancing Chinese national community consciousness and establishing correct national, historical, ethnic, and cultural concepts among youth of all ethnicities.

**Figure 3: Keyword Co-occurrence Analysis**



**Table no 1 : Top 20 High-Frequency Keywords.**

No.	Keyword	Frequency	First Appearance (Year)	No.	Keyword	Frequency	First Appearance (Year)
1	Chinese Nation	297	2015	11	Ethnic Minorities	69	2018
2	Ethnic Regions	168	2016	12	Chinese Culture	64	2018
3	New Era	164	2018	13	Common Prosperity	64	2022
4	Cultural Identity	164	2017	14	Tibet	59	2020
5	Ethnic Unity	138	2016	15	Ethnic Identity	53	2016
6	National Identity	138	2016	16	Universities	51	2020
7	Ethnic Work	119	2016	17	University Students	45	2015
8	Community	98	2017	18	Rural Revitalization	44	2020
9	Pluralistic Unity	77	2017	19	Identity	43	2020
10	Practical Pathways	70	2020	20	Ethnic Universities	43	2018

**(2) Keyword Cluster Analysis**

Clustering analysis based on keyword association strength yields 9 clusters, as shown in Figure 4. In clustering results, Q-value represents clustering association degree, generally indicating good clustering effects when greater than 0.3; S-value represents clustering silhouette coefficient, with values closer to 1 indicating more effective clustering results. "Chinese national community consciousness" clustering results show Q=0.36, S=0.74, indicating significant and reasonable results.

Figure 4 demonstrates interdisciplinary situations spanning education, ethnology, and sociology. The primary "ethnic unity" represents the purpose and focus of researching "Chinese national community consciousness," constituting the most important category for such research. Subsequently, "Chinese nation" and "ethnic minorities" represent the main research subjects surrounding this theory, "ethnic regions" and "universities" constitute application scenarios for research series, while "cultural identity," "unity in diversity," "ethnic embedding," and "five identifications" represent major theoretical innovations based on this foundation.

Figure 4: Keyword Cluster Analysis



Annotation: #0 National Identity, #1 Chinese Nation, #2 Cultural Identity, #3 Ethnic Regions, #4 Pluralistic Unity, #5 Universities, #6 Ethnic Minorities, #7 Ethnic Embedding, #8 Identifications.

(3) Timeline Map Analysis

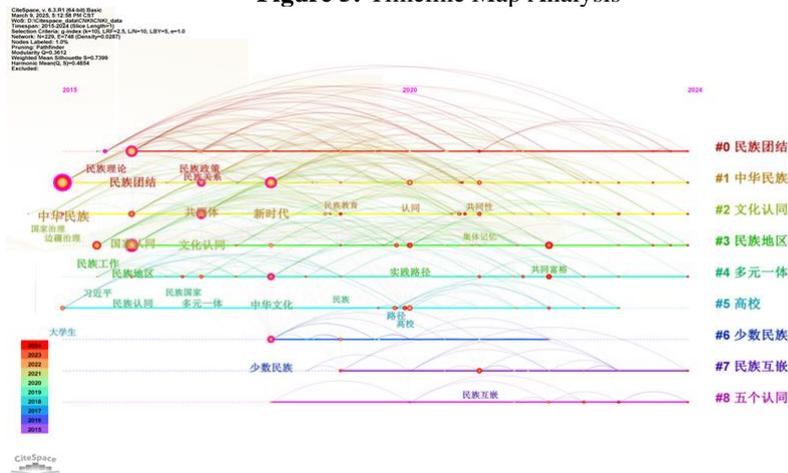
Based on keyword co-occurrence clustering, timeline analysis is conducted as shown in Figure 5. The timeline clearly presents evolutionary trajectories and thematic changes in "Chinese national community consciousness" research across different periods. Figure 5 intuitively displays the earliest appearance times of keywords and their clusters. Keyword node and connection line sizes reflect keyword frequency and their correlations. Through map analysis, research can be roughly divided into two major stages.

First Stage (2015-2017): During these three years, research related to "Chinese national community consciousness" involved limited keywords, predominantly addressing foundational issues, with research paradigms exhibiting single-disciplinary characteristics.

Second Stage (2018-2024): Demonstrating obvious policy-driven characteristics, "Chinese national community consciousness" research fields expanded significantly, with keywords markedly increasing compared to the previous stage, strengthened empirical research proportions and practical pathway exploration, extending to new propositions such as "identifications," "ethnic embedding," and "common prosperity."

Overall, the development of research related to "Chinese national community consciousness" has undergone a process from singular to plural, from macro to micro, with continuous extension of theoretical and research field richness, closely related to national policy orientations.

Figure 5: Timeline Map Analysis



Annotation: #0 National Identity, #1 Chinese Nation, #2 Cultural Identity, #3 Ethnic Regions, #4 Pluralistic Unity, #5 Universities, #6 Ethnic Minorities, #7 Ethnic Embedding, #8 Identifications.

### **III. Analysis Of "Three Down To The Countryside" Under The Theme Of "Chinese National Community Consciousness"**

#### **(I) Policy Response Trajectory of Practice Design**

From 2017-2024, "Three Down to the Countryside" social practice demonstrated transitional characteristics from scattered exploration to specialized focus, then to deep integration. Specifically: the 2017 activity framework covered 10 areas, with only 1 ethnic-themed project; by 2018, the constitutional inclusion of "Chinese nation" brought new policy support, expanding specialized planning to 16 projects with ethnic categories increasing to 2 projects; in 2019, responding to China's "Healthy China Action" related policies, "Health Poverty Alleviation Youth Action" was added to specialized projects, forming an "economic-cultural-health" three-dimensional practical education model. By 2021, following the latest national policy requirements for strengthening ethnic unity and progress, practical design underwent structural changes, with key team classifications establishing "Ethnic Unity Practice Teams" for the first time, and specialized activities explicitly requiring "conducting practical services oriented toward ethnic regions." 2022-2023 continued this policy, stably organizing ethnic unity-themed teams, forming dual-track mechanisms of specialized activities and normalized activities. By 2024, related social practice activities had preliminarily achieved comprehensive transformation and upgrading. This developmental trajectory confirms the close integration of "Three Down to the Countryside" social practice activities with policy discourse, achieving logical transformation from "problem response" to "strategic layout" in policy formulation.

#### **(II) Diachronic Analysis of Practice Forms**

Over the past five years, the quantity and content of team story reports on related themes from Chinese youth network platforms have demonstrated dynamic changes with overall upward trends. In spatial dimensions, practical fields have expanded from singular campus scenarios to multi-element matrices composed of communities, villages, and digital spaces, forming comprehensive coverage patterns; in content dimensions, team formats have gradually expanded from campus lectures and teaching support to research activities, environmental protection volunteer activities, red history tracing, etc., with diversified themes emerging over the past three years including intangible cultural heritage protection, rural revitalization, and beautiful villages. This further reveals that practical activities effectively promote specific implementation of ethnic unity education through the "institutional supply—subject participation—cultural experience" action chain.

### **IV. Conclusions And Recommendations**

Against the backdrop of profound global order adjustments and intensified civilizational exchanges and collisions, enhancing Chinese national community consciousness represents an important educational policy for contemporary China. University students, as intellectually active youth groups, face cognitive systems confronted by complex factors such as cultural diversity's impact on personal worldviews and identity anxiety caused by regional development differences, presenting higher requirements for university education. While traditional classroom education can construct basic cognitive frameworks, it exhibits significant limitations in educational approaches. University "Three Down to the Countryside" social practice activities transform abstract theoretical cognition into experiential, participatory action logic through specific, contextualized practical carriers, becoming key pathways for bridging cognitive-practical gaps. In recent years, activities have been guided by "thematic integration" and "format innovation," such as combining intangible cultural heritage inheritance with rural revitalization practice and organizing cross-regional ethnic unity research and study, both expanding practical dimensions and promoting deep interaction among students of different ethnicities through "immersive" education, making community consciousness cultivation demonstrate progressive strengthening characteristics of "cognition-experience-understanding." Based on literature review and practical effect analysis, this paper proposes optimization pathways in three aspects to further enhance the quality and effectiveness of related work.

#### **Advancing the Integration of Theory and Practice to Strengthen Teaching Effectiveness.**

Universities should exert efforts at the practical operation level, using policy interpretation and theoretical research as foundations while combining first-hand data from youth participation in social practice activities to strengthen exploration of measures integrating theory and practice. For example, universities can focus on social reality problems, starting from policy interpretation, problem diagnosis, and solution design, forming interdisciplinary teams in ethnology, education, sociology, etc., focusing on resolving practical difficulties such as technical and language barriers in ethnic regions, producing operational outcomes such as "Social Practice Guidance Manuals" to provide related theoretical support for social practice activities. Simultaneously, universities can establish closed-loop mechanisms of "field investigation—case database construction—achievement transformation" through social practice activities, achieving dynamic transformation of practical achievements into teaching resources.

**Innovating Practice Formats and Content to Enhance Activity Attractiveness.** Universities should guide youth to fully expand thinking and continuously innovate social practice formats and content. On one hand, social practice teams can fully utilize new media technologies such as short videos and live streaming, constructing platforms combining offline physical practice with online digital dissemination, expanding coverage and influence of practical activities through digital empowerment. On the other hand, universities and youth can lead in organizing ethnic cultural exchange activities and participating in major national project construction, forming "practice-dissemination-feedback" value diffusion chains, enabling all ethnicities to enhance national belonging through youth social practice activities. Decision-making departments should strengthen integration of social practice projects with national strategies such as rural revitalization and common prosperity at the content design level, guiding university students to focus on economic and social development in ethnic regions, contributing to ethnic regional development through educational assistance, agricultural support, and research while deepening university students' understanding and identification with Chinese national community consciousness through practice.

**Improving Multi-Subject Collaborative Guarantee Mechanisms to Ensure Sustainable Development of Practical Activities.** National policy orientations are crucial for research and practice of "Chinese national community consciousness." Establishing and improving long-term mechanisms for social practice, promoting construction of "unity in diversity" collaborative guarantee networks among government, universities, enterprises, and social organizations, ensuring sustainable development of youth social practice activities from policy support, resource integration, and evaluation feedback perspectives. Government and universities should strengthen school-locality and school-enterprise cooperation, integrating resources from all parties, increasing policy support and financial investment to provide more opportunities and platforms for practical activities. Simultaneously, through questionnaire surveys, field investigations, big data analysis, etc., continuously improving evaluation and feedback mechanisms for practical activities from both process evaluation and long-term tracking perspectives, optimizing activity design and organizational management, improving quality and effectiveness of practical activities, and promoting social practice activities to play greater roles in Chinese national community consciousness education.

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