

## **A Study on Improving the Identity with National Chinese Culture of the Youth of Hong Kong and Macao —— Based on the Practice of Cultural Cultivation in the Higher Education Institutes**

**Ying Zhu<sup>1, a</sup>, Yuying Liang<sup>1, b</sup> and Yuming Zhang<sup>1, c\*</sup>**

<sup>1</sup>College of Humanities, Jinan University, Zhuhai, China

<sup>a</sup>10639044@qq.com; <sup>b</sup>285538026@qq.com; <sup>c\*</sup>112636893@qq.com

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**Abstract:** As we know, cultural identity is the premise and basis of national identity. Taking Jinan University, a century-old university for overseas Chinese, as an example, this study explores the methods and measures to improve the cultural identity of young people in Hong Kong and Macao in the practice of cultural cultivation in the higher education institutes. On the basis of carrying out the practice of cultural cultivation, such as drama, Xiangshan culture and martial arts culture, this study puts forward the viewpoint that traditional culture should be modernized, popularized and life-oriented, so as to make a positive and beneficial practical exploration to improve the efficiency of cultural education in the higher education institutes.

### **Introduction**

In recent years, with the improvement of China's comprehensive national strength and international status, more and more people realize the importance and necessity of "cultural confidence" day by day. President Xi Jinping has constantly stressed the importance of the cultural confidence. He pointed out that the cultural confidence is a big issue concerning the rise and fall of the nation, the cultural security and the independence of the national spirit. One important step to improve the cultural confidence is to keep the traditional culture. As we know, the excellent traditional culture of China is the most profound cultural soft power of our country, and it is also the cultural fertile soil of the Chinese characteristic socialism planting root. Based on such an instruction, the higher education institutes are supposed to cultivate the students with traditional culture.

Cultural confidence refers to self-affirmation and self-identity, which means a country, a nation and a political party fully confirming the value of their own culture and having a firm faith in the vitality of their own culture. There is no doubt that value is the core of a culture. So the essence of the cultural confidence is the self-affirmation and self-identification in the cultural value. Namely, it refers to the value in the national culture, the creation of the vitality, the development of the self-development, the self-determination and persistence. [1]

As an important training base for national construction, the higher education institutes should not only focus on the progress in the academic aspect of the students, but also concern about improving their moral aspect. Teachers are supposed to assist the students to set up the correct world outlook, the outlook on life and the values. In order to carry out the mission of the talents training, the morality education should be regarded as the basic task of the education. The strategy of cultivation-orientation and morality education would contribute to cultivating the deep love of Chinese culture subconsciously among the youth of the Guangdong-Hong Kong-Macao Greater Bay Area.

### **The Current Situation and Problems**

The so-called "cultural identity" refers to the sharing of common cultural patterns (beliefs, values, norms, customs, etc.) with common psychological feelings and awareness in the culture.[2]

Cultural identity can be divided into three levels: cognition, behavior and attitude. At present, the common problem is that students in Hong Kong and Macao do not understand the concept of the Chinese nation but just stay on the surface level. In behavior, the difference between the mainland and Hong Kong and Macao culture results in insufficient exchange and integration of students in the higher education institutes. In attitude, for students in Hong Kong and Macao, the enthusiasm of participating in all kinds of campus activities needs to be further improved.

Cultural identity is the premise and foundation of national identity. Aiming at the present situation and the characteristic of higher education, grasping the youth cultural identity of Hong Kong and Macao and analyzing the existing problems and causes help to effectively carry out the cultural education work with the combination of the theory and the practice. In view of the current development in higher education institutes in China, the reasons for the lack of identity with national Chinese Culture of the students from Hong Kong and Macao lies in the following aspects:

**The lack of instruction of Chinese traditional culture.** In the growing up of the contemporary youth, traditional culture is not paying much attention to, neither in the family education or the school education. In addition to the development of modern science and technology, all kinds of new culture are emerging, leading to a negative impact between the youth and the traditional culture. In this case, it is unfavorable to the inheritance and development of traditional culture and students' understanding of the traditional cultural elements.

**The influence of cultural, environmental differences.** Influenced by the historical and cultural environment, the culture in Hong Kong and Macao is diverse. For a long time, the unique understanding of the world of the youth in Hong Kong and Macao has been formed, and there is a certain difference with the young people in mainland China.[3] Compared with the mainland China, the culture of Hong Kong and Macao are the intersection of the Chinese and Western cultures. The Chinese traditional culture is not only impacted by the modern culture, but also influenced by the foreign culture. Many students from Hong Kong and Macao have received a western education and built a western thinking way, but lacked an understanding of Chinese traditional culture.

**The lack of classroom teaching.** As the high ground of the construction of the humanities in Jinan University, the College of Humanities attaches great importance to the cultivation of traditional cultural quality of students. Many courses are promoted to spread the Chinese traditional culture by the College of Humanities. However, it also can be found that some blind areas of classroom education exist, such as less practice opportunities, less practical experience, and so forth. There is a high demand to be met in this aspect.

**The lack of in-deep cultural exchange among the students from mainland China, Taiwan, Hong Kong and Macao.** Limited to different language families and cultural backgrounds, Hong Kong and Macao and mainland students are often superficial or one-sided in terms of learning, communication and life communication. Therefore, we should take the medium and long term Youth Development Plan 2016-2025 formulated by The Central Committee of the Communist Party of China and the State Council as the guide, respect the equal status between domestic students and Hong Kong and Macao students, as well as the differences in their lifestyles and social psychology. Moreover, the higher education institutes should actively promote the persistence of exchanges and learning between mainland and Hong Kong and Macao students. As an important part of Hong Kong and Macao students to study in the mainland China, universities for overseas Chinese should pay more attention to the diversity and all-round development of the students, creating a communication system for the students from the mainland, Taiwan, Hong Kong and Macao to improve the communication quality.

## **The Corresponding Measures of Improving Cultural Identity with National Culture**

In order to cultivate the humanistic quality of the students from Hong Kong and Macao as well as improve their sense of the outstanding Chinese traditional culture, the mutual association between the students and the comprehensive quality of the students, making them as the followers, communicators and leaders of the Chinese culture, this paper, taking the College of Humanities of

Jinan University as an example, is going to discuss how to improve the cultural sense of belonging and identity of the students from Hong Kong and Macao.

In case of the training direction of humanities education and the high proportion of students from Hong Kong and Macao, the College of Humanities has organized special research and planning to carry out “Hong Kong and Macao students’ cultural identity enhancement plan”, which is carried out from the following three dimensions:

**Carry out historical and cultural education and increase the awareness of national identity.** Through visiting the patriotic demonstration base, students would set up a right historical view, learn the dialectical view of the historical issues and eliminate the wrong historical view. The purpose of holding this activity is to strengthen the students’ cognition and sense of belonging to the motherland. For example, during the visit of Sun Yat-Sen’s former residence, the students from Hong Kong and Macao observed the precious and informative materials in the memorial, from the data of the characters, the precious black-and-white photographs, the precious hand-written manuscripts to the physical objects used by Dr. Sun Yat-Sen at the time. The students comprehensively and systematically understood the history of Dr. Sun Yat-Sen’s life, the theoretical thought and the revolutionary movement led by him.

**Carry out diverse lectures to clarify the inner spirit of Chinese traditional culture.** The College of Humanities has invited the professors who have rich research experience of the Chinese traditional culture to carry out special lectures on the topics of literature, culture face to face with these students. In order to improve the learning ability and the innovative ability of the students from mainland China, Hong Kong, Macao, Taiwan and overseas Chinese students, the lectures focus on different angles. On the one hand, it would discuss the development of the cultural theme, and the deep spiritual connotation. On the other hand, it would elaborate the reasons for the formation of the core values of the Chinese cultural spirit at the ancient times. The lectures also encourage Hong Kong and Macao students to build their own value system, establish the identity of Chinese traditional culture, determine their value, make them dare to act, stick to the goal, and take on the important task of building a society.

**Appreciate drama and explore the essence of traditional culture.** Drama is an important forms of art loading Chinese traditional culture. Drama education is a very efficient teaching method to cultivate students’ overall quality and ability, and is even considered to be the best teaching means. Good drama education is not only the cultivation of artistic vision, but also the cultivation of bold personality. In order to make Hong Kong and Macao students walk out of classrooms and really experience the charm of drama, the College of Humanities specializes in drama festival activities. First of all, we invite the leading figures of all kinds of drama into the campus and bring the culture of the quintessence of Chinese culture to the students from Hong Kong and Macao. Second, we will show Hong Kong and Macao student representatives around the Grand Theater and visit the theater’s internal musical instruments and other equipment. All these activities provide students with a more specific understanding of the theater performance. The teachers from Beijing National Opera House of China introduce the props, costumes, stories and so on for Hong Kong and Macao students in detail. Students jointly experience the makeup process of Peking Opera actors and perceive the great artistic charm of the quintessence closely. Finally, hold the competition with the theme of “famous section in traditional drama”. It encourages mainland China students and Hong Kong and Macao students to jointly select the famous modern and contemporary drama articles, compile and direct their own performances. All these activities would improve the students’ understanding of the intangible cultural heritage culture and deepen the sense of cultural identity to the motherland.

In terms of the effects of these activities, first, the students’ interest in traditional culture has been greatly increased. The transformation of theory to practice makes the students really feel the deep connotation behind the culture. Second, the sense of identity of Chinese culture has been greatly enhanced. Hong Kong and Macao students deepen the connotation of Chinese traditional culture and traditional spirit from different dimensions, such as Martial arts, culture, drama, culture, Xiangshan culture and other parts of the content which have their own core spirit. As we know, the

spirit of a country's culture is composed of many small parts. Only by starting from each point can we gradually construct the recognition of the whole culture. As a result of this activity, many students of Hong Kong and Macao have recognized the excellent traditional culture of their motherland and found a sense of belonging to the Chinese culture.

### **Discussion on the Cultural Cultivation in Higher Education Institutes**

Higher education institutes are the base of inheritance and innovation, undertaking the important task of cultivating talents and promoting development for ethnic areas. Jinan University, as an important base for overseas Chinese students' education, shoulders an important task for the ideological guidance of Hong Kong and Macao students. Therefore, it is the responsibility that overseas Chinese schools should bear and attach importance to enhance their identity with the Chinese excellent traditional culture. In the process of enhancing the cultural identity with national culture among Hong Kong and Macao students, there are four following ways:

**Strengthen the cultural literacy and comprehensive ability of the counselors.** Counselors are the closest contact group with students in the universities, and bear the responsibility of parents in the universities. However, the arrival of the new era and new platform requires that counselors should not just meet the old routine work content, but should take the initiative to create development opportunities for students. There is a famous saying, "it takes a good blacksmith to make good steel". This requires a teacher to practice stronger work skills, set an example for students, and be a good guide. For example, in activities with "traditional culture" as the core content, as counselors, first of all, they should have a more in-depth understanding of the relevant spirit of traditional culture to guarantee the relevant planning and landing work can be carried out and achieved the expected working effect.

**Go deep into the group of students in Hong Kong and Macao and do a good job in daily research.** The premise of "student-oriented" is to fully understand, which requires university teachers to go deep into the daily life of Hong Kong and Macao students, and "prescribe the right medicine" for the existing problems. In the activities to enhance the cultural identity of Hong Kong and Macao students, we have recognized the important position of cultural inheritance in the new era, and also paid attention to the possible deficiencies in the process of educational growth of Hong Kong and Macao students. On this basis, to strive for each job to be both efficient and efficient, a series of preliminary research work has been carried out to excavate the pain spots of students' development and then targeted solutions could be worked out.

**Look for internal and external possibilities to provide students with a broader resource platform.** After all, counselors have some limitation and may not be the most professional. So it would be better if some professional resource platform can be introduced. For example, there will be more output if the College of Humanities cooperates with the Beijing National Theater, Zhuhai Huafa Grand Theater, Sun Yat-Sen's former residence, Macao University Drama Association and some relevant tutors when carrying out activities. The college of humanities should help to provide the most professional and direct resources in order to promote wonderful and pluralistic activities. For students, not only can they receive the most authoritative guidance, but also widen their horizons.

**Improve the feedback mechanism, create the "closed loop" of activities and maximize the working effect.** To promote the identity of culture, it is particularly important to be in practice after the end of the activity. Only when the students from Hong Kong and Macao truly recognize the concept of "cultural identity" in their mind, the goals are reached. In the form of post-activity, post-observation, news writing, character interviews, etc., each participant will be allowed to re-use the activities and combine their professional skills to prepare paper publications. At the end of each activity, it is necessary to propagate the spirit of them through the college website, official WeChat, official Weibo publicity so that this spiritual and emotional harvest can affect more people.

The students show diversified cultural needs when they receive the cultural cultivation. The society in which Hong Kong and Macao students live is capitalist in its political and economic system, and has long accepted the edification and influence of western capitalism for a long time. It

is inevitable to have a profound duality in ideology. That is, the foundation of Chinese traditional ideology and culture, as well as the shadow of western ideology and culture.[4] But the cultural education activities carried out by higher education institutes are not only the embodiment of the spirit and idea of running a school but also the promotion environment of national cultural identity.

## Conclusion

As for traditional culture, students from Hong Kong and Macao generally have high identity, but low cognition of it. It is common that young people are always passionate but lack of practice when talking about Chinese traditional culture. It is difficult for them to pursue Chinese traditional culture firmly from the bottom of their hearts. Especially for Hong Kong and Macao students, the identity of traditional culture is more complex. On the one hand, education is an important way to construct national identity. On the other hand, the cultivation of youth national identity needs multi-party participation. In order to carry out the connotation and value of cultural education, the higher institutes should focus on the details of the work.[5] And at the same time, while ensuring the core of culture will not be affected, the exquisite traditional culture should be transformed into an easy-to-understand form and infiltrated into the daily life of students.

China has a splendid culture for more than five thousand years, forming its own unique mode of thinking and value orientation. The higher education institutes lay the foundation for students' cultural cultivation and shoulder the mission of cultivating students to keep the traditional culture. Therefore, it is particularly critical to persist in teaching students with excellent national culture education and to cultivate humanistic spirit while paying attention to scientific literacy. For understanding and spreading Chinese excellent traditional culture, the educators are required to learn from history and guide Hong Kong and Macao students to study deeply so that the students can take the initiative to devote themselves to the great practice of cultural inheritance and nourish their mental health and career development.

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