Research on Patriotic Education Based on a Community with a Shared Future for Mankind

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Abstract

In the context of economic globalization, nations all over the world are looking forward to activate participation in economic activities while maintaining clear national boundaries under the economic and ideological centrifugal force. The chairman of the People's Republic of China put forward the value concept of building a community with a shared future for mankind, and promoted people to work together. We discussed the function of patriotic education in materializing this concept via comparative analysis of related ideological phenomena in various temporal and geographic scope. Then we make a meta-analysis of the related research, identify some problematic tendencies in the current patriotic education, and propose suggestions for from three aspects including cognition, affection and pedagogical methods. This study enriches the understanding of the rational patriotic education, which is the foundation of the community with a shared future for mankind, where countries can develop together while upholding respective political and cultural characteristics.

Keywords: patriotic education, nationalism, a community with a shared future for mankind

1. Introduction

At the 20th National Congress of the CPC [1], the chairman of the People's Republic of China Xi Jinping re-emphasized the concept of a community with a shared future for mankind, which was initially proposed in the speech at the United Nations in Geneva 2017 [2], where countries around the world carry forward the common values of peace, development, justice, democracy and freedom for all mankind; people with different background reach out to know each other, respect the diversity of world civilizations, and work together to address global challenges; divergent civilizations coexist harmony. Contingent upon the harmonic cooperation between various countries, the shared future for mankind requires a more in-depth understanding of patriotism for comprehensive application of patriotic education to mitigate the ideological divergence between and fragmentation within various countries in postmodern era.

2. Relevant research on patriotism

2.1 Patriotism

Patriotism has been widely and ever-lastingly researched from various perspectives with extensive definitions for its vital role in different periods of history for different regimes around the world. For example, it has been proposed that the recognition of a specific place or history is the embodiment of patriotism aim [3, 4, 5], which emphasizes the geographic boundary meaning. Some distinguished patriotism from nationalism, and proposed that patriotism is a special feeling of and will to sacrifice for the nation [6] which reflects the spirit of dedication for the nation.

Chinese scholars have discussed patriotism from multiple aspects. Some typical opinions are selected and discussed. Sun Yinguang described that patriotism is a complex system composed of cognitive and affective subsystem, including affective procedure triggered by scenery of lakes and mountains of the motherland, cognitive procedure related to cultural symbols such as festivals, ceremonies, national history, and the faithful procedure related to the dedication and robust sense of affinity immune to isolation from motherland [7]. Yan Xiaomei proposed that the essence of patriotism is to safeguard the highest interests of the people of the nation-including territorial sovereignty integrity, national rejuvenation, and national development-and yet uphold a rational, open and tolerant attitude [8]. Other research indicates that patriotism is an individual or collective attitude of positive identification and support for their own country, reflecting the emotional bond with the individuals in the country [9]; patriotism includes cognition (identification of the nation and culture, including a set of moral norms, political principles and legal norms), determination and action for the benefits of the nation and compatriots, and a series of affective feelings such as sense of belonging, identity, dignity and honor [10].

Hence, we conclude that patriotism refers to the cognitive identification, affective affinity, and the altruism behavior for the welfare of certain community within a certain geographical scope. It includes political identity (political system and belief, identity attribution) and cultural identity (national cultural identity, historical identity), the attachment to the country (contribution spirit, emotional dependence), and the practical action of participating in citizen activities. The cognitive core of patriotism is national identity [11, 12]. Under different contexts or developments, patriotism could be closely related to nationalism.

2.2   National and State Identity

National and state identity as the cognitive foundation of patriotism, has been extensively discussed and studied. Generally, the main opinion believed that it is the recognition and acceptance of the national cultural characteristics and political propositions (including legitimacy and rationality) of the country where the individual lives, and the following sense of belonging [11]. Some scholars believe that national identity is a subjective or perceived belonging to a certain country (nation) [13]. There is also research which indicates that national identity is inherently national recognition, where nation/state determines its differences or characteristics from other countries [14]. The social identity theory of Tajfel (1978) defines social identity as an individual recognizes that he (or she) belongs to a specific social group, and the emotional and value significance as a member of the group [15]. Tajfel's theory reveals the core of the national identity in patriotic scope: identify with the community and self-category.

Other main opinions include discussion from the perspective of individual and society-European and American psychological divergent views on the topic [16]. Some scrutinize the topic from cognitive and affective fields: cognitive component systems include the distribution of national population, geography and regions, historical traditions, understanding and recognition of national character; while affective component system refers to people's feelings, emotions and evaluation of their own country and people, such as subjective prominence of their national identity, dependence on their own country and people, sense of belonging, national pride and self-esteem [12,1]. These classifications illustrate that the meaning of national identity covers a broad range of perspectives, reflecting the complexity of patriotism arising therefrom. Through comparative analysis, it can be concluded that patriotism originates from national identity, where the former extends the internalized pre value to behavioral externalization.

2.3   Nationalism

Nationalism seems to be synthesized with patriotism under certain scenarios- they share multiple characteristics, interact with each other, and sometimes are considered as the same thing showing different aspects in different scenario [10]. Scholars have not yet reached a unified conclusion on the relationship between the two, and currently there are four mainly categories of the relationship: juxtaposition, tolerance, opposition, and unity of opposites [10]. For instance, Ma Deyong pointed out that the research conclusions on nationalism were mixed [12]. Archard believes that patriotism is the same as nationalism and that states are political communities which should be bound together by a single national identity. However, more scholars hold the opinion that nationalism is more of a negative version of national with superiority and a sense of domination over external groups [12].

Social identity theory proposes that when individuals strongly identify with their group, they will have inner group preference and outer group bias, and even xenophobia [16, 17]. This indirectly illustrate the indivisibility of patriotism and nationalism-group identification as the cognitive foundation of patriotism is supposed to be accompanied with certain extend of outside group prejudice, which, if accumulated to certain level, is one of the hallmarks of nationalism. For instance, research indicate that some Chinese young generation represent

blind, superficial and aggressive patriotism, which can be summarized as nationalism [9, 18]-which could be the outcome of the Patriotic Education Campaign [19].

In our research, we adopt the main stream idea [10] that nationalism is a negative (xenophobia) version of patriotism.

2.4   Patriotic Education

Despite of the disputation of legitimacy, patriotic education as an ideological tool has been widely used around the world along the history. The specific content of patriotic education changes with domestic and international situations along different periods, such as regime shifts, social revolution, and the trends of thought. But the very core of patriotic education remains stable. It mainly depends on the schools to cultivate patriotism (along with a series of political norms and ethic education) among the young generation for adapted ideology, such as cultivate talents with robust affective bond with the motherland [19], ease the tension of ideology polarization among the races and countries [20], socialize young people to society's dominant values [18], enhance social cohesion [3], fight against the centrifugal force and cultural homogenization brought by economic globalization [11].

As a result, "all nation-states, whether democracies or nondemocratic societies, have placed great emphasis on teaching their national history with the aim of consolidating the bond between the individual citizen and the homeland." [18] (history is one of the common materials used in patriotic education). Singapore carried out the common values discussion through the implementation of the social identity project, so that the Chinese, Indians and Malays can become Singaporeans [21]. The Ministry of Education of New Zealand released the Tertiary Education Strategy in 2006, pointing out that higher education should promote national identity - priority in who and what we are [22].

As for the applicable pedagogy, many research has suggested a series of activities for students (and it is also widely executed by many schools in mainland China), including learning the nuance beauty of the mountains and rivers of motherland, visiting patriotic education bases such as history museum, celebrating important festivals, learning about traditional culture and history, participating ceremonies such as the raising of the national flag. Educators are also supposed to make good use of the Internet and new media, guide students to understand the development trend of the world, encourage students to integrate their ideals and aspirations into the course of the country and the nation [7, 19]. As for other nations besides China, there has been discussion on the new educational policy of New Zealand [22], inculcation of citizenship values via school education in South Africa [23], prevent narrow republicanism via encouragement of public activities participation in Australian [16], and balance between patriotism and nationalism in Britain [4].

Many of the above research has warned that radical patriotic education could contribute to a narrow understanding of the history of the country and its role in the globalized society, an unhealthy sense of overlooking the culture and politics of other countries [3]. In order to prevent slipping into nationalism in patriotism education, it is necessary to constantly review and check the rational national identity as the cornerstone.

3. Related research method

3.1 Comparative Analysis

The method of comparative analysis is to analyze where a societal characteristic is shown to have an effect on the variable or relationship of interest, and data should be gathered on two or more cases for interpretation [24]. The extracted results of the application of comparative analysis for patriotic education based on the above interpretation of patriotism related concepts are depicted in Figure 1. The related terms are national/state identity, patriotism, nationalism, share future for mankind, and the mediating center, patriotic education.

Figure 1: Related concepts of patriotic education
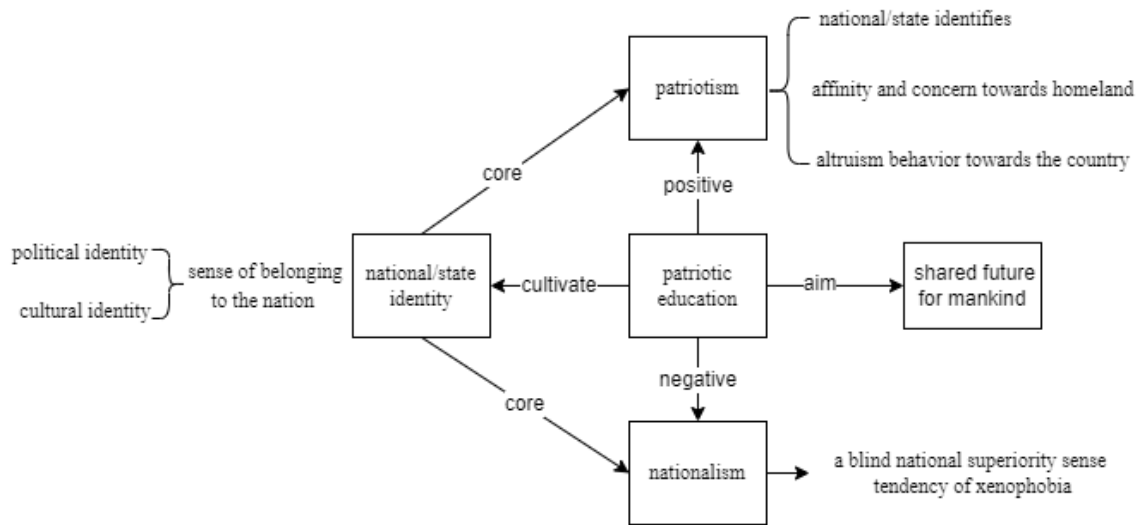

3.2 Meta-analysis

The other research method used in this study is the qualitative meta-analysis, which is an approach to perform in-depth analysis of secondary qualitative documents to describe an overarching description of a case or an issue [25]. Following procedure is utilized to apply meta-analysis for patriotic education: after collecting the patriotic-education-related research and confirm their availability, we search China national knowledge internet (CNKI) and Baidu Scholar with finer key words (such as national identity, nationalism, patriotism) for more specific results. Related information is then extracted from obtained results to establish patriotic education themes.

Figure 2: The procedure of meta-analysis
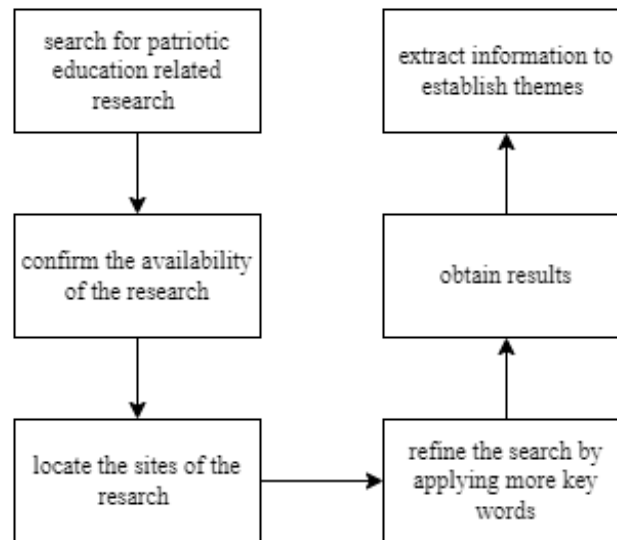
Except for the long-established theories, we mainly use work within the last decade from CNKI and Baidu Scholar. The keywords and the amount of research are shown in Figure 3:

Figure 3: Literature source, quantity and keywords
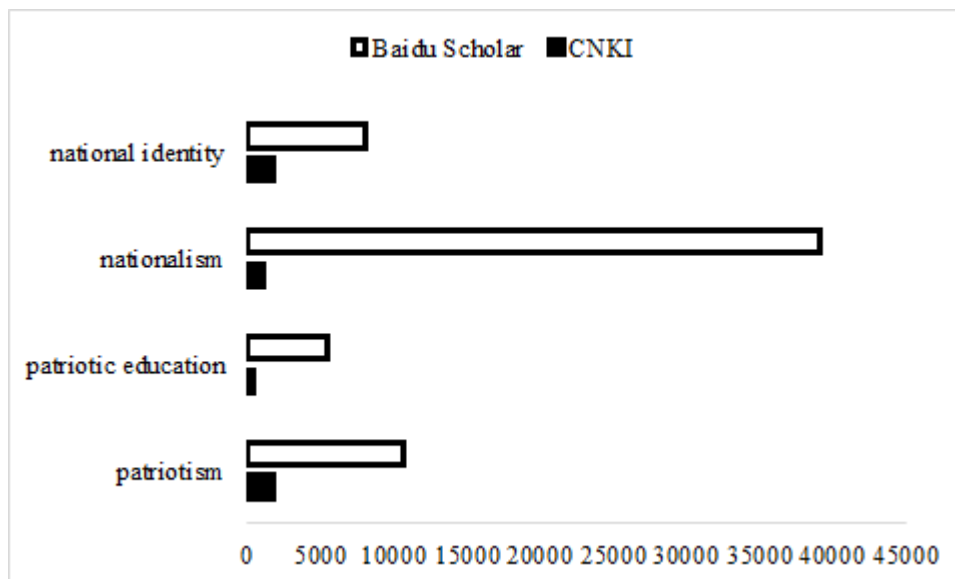
4.   Current Problem with Patriotic Education

The history of patriotic education in various countries, such as China [18], Poland [26], Japan [27], Russia [28], and the United States [3] has gone through respective development process, where patriotic education adapts for roiling socioeconomic trends. Nowadays, the economic globalization and technology convergence has plunged patriotic education into a series of challenges, such as media fragmentation, political multi-polarity, cultural diversity, and social informatization [29]. This requires a delicate balancing between the ability to participate into global economic activities, and the geographical and ideological national-state boundaries.

According to our meta-analysis result, as for the economic activities participation ability, there has been research suggested that modern patriotic education should be open-minded, inclusive, and rational [30], which emphasize the significance of inclusive attitude. However, highly developed network and extensively accessible social media has diminished the influence of traditional mass media, increased media fragmentation, intensified the social polarization, and blurred the very existence of national identification. It is logically followed by a series of phenomena such as cultural and political homogenization, consumerism, historical nihilism, neo liberalism, internationalism. [26, 22]. Though some of these phenomena have played positive roles under certain scenarios, the social polarization could be catastrophic in its worst shape- intra-national conflicts in multi-races countries, and international conflicts around the world.

As for the cultivation of patriotism with stronger sense of geographical and ideological national-state boundaries, via meta-analysis we found that research has proved that commitment to country in a parochial sense, such as pledge of allegiance, is problematic in that it could result in learners becoming blind patriots and failing to recognize the value of reasoned debate, analysis and critique as "engines of improvement" [22]. Such pattern could be dangerous for patriotic education for its contribution to authoritarianism, which is the very origin of nationalism [12].

In general, the negative influence of nationalism could be summarized as the over exclusive (xenophobia and authoritarianism) pattern, which is inherently opposite to the global cooperation, and shared future for mankind. As for the over inclusive end, it increases the social polarization and cause conflicts. Therefore, it requires patriotic education to carefully play the chord for balance.

Besides achieving the balance, there are more fundamental procedures to be considered for the implementation of patriotic education, including legitimacy, materials and activities design and organization, and the evaluation of the learning effect. The evaluation should be of the mesh precision of different elements in the pedagogy materials, such as the effect of selection and organization of different history material (chosen glory and chosen trauma), role model (parental role modeling, celebrity endorsement, cultural icons, leaders), and feedback (social reinforcement, negative or positive social references for students of various background and motivation).

The key points of the analysis and discussion on patriotic education are concluded and shown in Figure 4.

Figure 4: Current problems with patriotic education
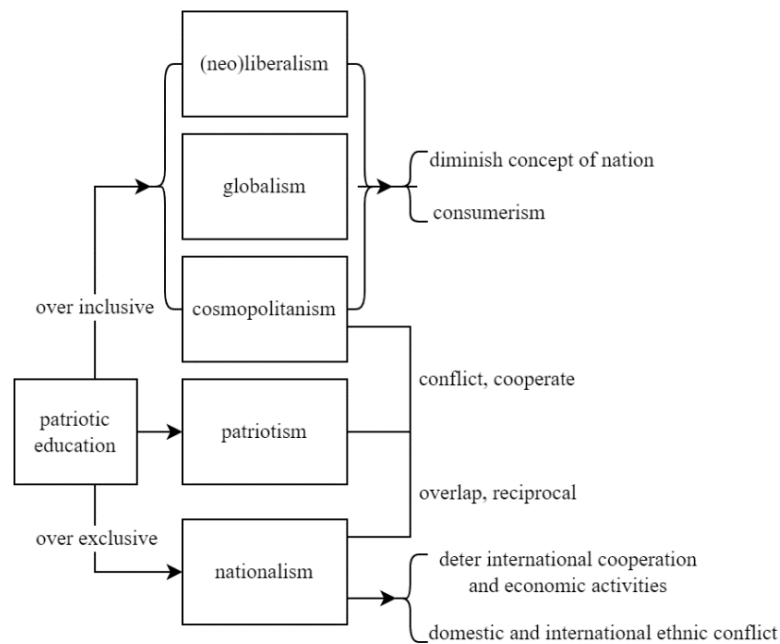
5.   Countermeasures

To implement patriotic education for a community of shared future for mankind, the balance between nationalism and globalism should be carefully traded off for. We propose suggestions on the direction for patriotic education from three aspects, as shown in Figure 5.

Figure 5: Countermeasures for Patriotic Education
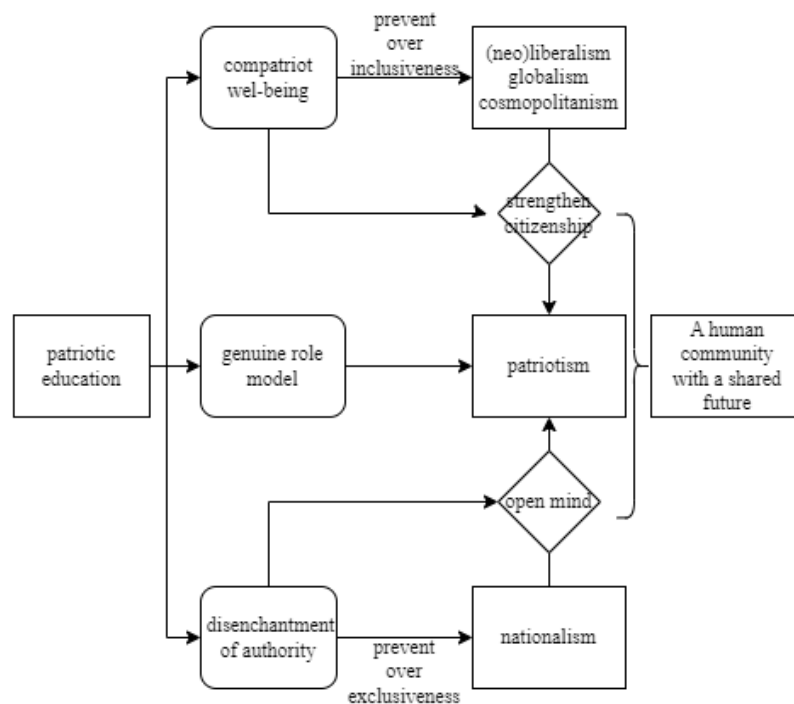
5.1 Proceeding from Cognition: Seeking Common Ground While Reserving Differences

Exposure to knowledge from different agents of multiple background is helpful for cognitive learning procedure in patriotic education. Hence, we suggest to utilize the network information resources with open mind. For instance, there is censorship in certain areas. In our research scope, it is beneficial for students to avoid narrow sense of nationalism, and learn about other countries as well as the international situation of their own nation.

Meanwhile, students should not be discouraged for learning or discussing about the defects and obstacles of their own country, which could be practice of future civic activities. Criticism on defected political systems or decisions for national improvement should be encouraged, as it is the very epitome of patriotism: proactively push forward for the improvement of the nation and benefits of the compatriots. Hence, instead of directly giving an answer that must be accepted, we cultivate students' subjective judgment, moral awareness, and civic sense [8].

Besides cultivating open mind for economic activities, full scope of information covering sensitive topics also increase the credibility of the information, and thus improve students' adoption of the information. For instance, in e-commercial realm, if the positive reviews are listed on the top position, customers may think that the reviews have been manipulated, and reduce the confidence in judgment of the products' perceived value [31, 32]. Negative information implies the information completeness, which enhances the confidence in judgment [33], and thus makes the teaching materials of patriotic education more credible and adoptable to students.

 Full spectrum of knowledge including foreign information also helps the formation of national identification. According to social identity theory [15], social identity is established by social-categorization, social comparison and positive distinctiveness [16]. Full knowledge about domestic and foreign situation can help with the social comparison. Patriotic education however, should carefully select and organize the materials and observe students' reaction to make sure that when exposed to extensive knowledge, students can still hold affinity feelings towards the nation. Perceived fairness, for example, is one of the key factors positively influencing the identification of civic responsibility, even when exposed to national defects [11] [12]. Such cognition procedure should be delicately guided, but yet independent, so that our future citizens are capable to shoulder the peaceful development of the community [11].

 Comprehensive understanding of pros and cons of domestic and foreign civilizations obtained from democratic discussion can help to develop rational attitude, better information adoption, and social identity.

5.2 Proceeding from Affection Domain: Cultivating Students' National Identity

The materials relating to affective learning domain involves multiple themes, among which patriotic education usually take advantages two: traditional culture and history. The former is usually used as an effective method to fight against the ideological-boundary-blurring effect from economic globalization; while the latter, despite of the disputations of legitimacy (for instance, manipulation of history could cause a short-sighted scope of history), has long been utilized in various nations. Combine with modern multimedia, these two themes can be represented in forms of music and movies, such as using videos of role models of patriotism to inspire positive affective reactions. [18, 34, 35]

5.3 Cultivate Rational Patriotism

5.3.1 Authority disenchantment

Media as environment shape the occupants [36]. Students growing up in web 3.0 era have long been accustomed to media fragmentation, where mass media gradually lose their grip [37]. Social media platforms set the stage for a series of individual expression, such as participatory culture [38], group communication [39], virtual community [40] and online co-creation [41]. Growing up with these phenomena, the young generation will be more comfortable with a decentralized dissemination of information. This request patriotic education getting rid of the authoritarian narrative and mandatory propaganda, and educators should adjust the classroom climate for a more de-centralized, democratic environment that allows open discussion and personalized expression.

5.3.2 Role models

Role models, especially group role models, could inspire students' patriotic feelings from an affective domain, especially when carefully combined with music and videos [42]. However, with the highly accessible multimedia and excessive information stimulus, students as the electronic users do not lack the input of role models. Educator should provide more delicate and logicial interpretation other than merely video stimulus. Survey shows that college students tend to represent a nationalism trend with superficial and attacktive attitude towards political topics [9, 18], therefore, to organize the materials of role models with logical schema and rational interpretation to avoid narrow and superficial emotions is a topic educators should consider.

5.3.3 The well-being of compatriots

Compatriots' welfare could be an effective topic in patriotic education to inspire sense of responsibility and sympathetic concern towards ones' community members. Such emotions are closely related to what described as the affiliation with the imagined community [43]. While cognition of knowledge serves as the basis of national identity, affective experience internalizes the values set. The affiliation with the imagined community, however, could unity the individual to the group, and cultivate robust affinity on top of the knowledge and values.

There are concerns that consumerism and hedonism rising from the economic development and globalization blur the young generation's sense of political responsibility [11]. Exposure to the suffering and needs of compatriots however, can stimulate sympathetic concern out of students, and cultivate intrinsic goal to help people, which is inherently similar to the determination to dedicate for compatriots' benefits. In addition, patriotic education in multiple countries also encourage cultivation of morality [44]; students with intrinsic goal to help people fit the very epitome of morality. Also, sympathy as the expression of the spiritual unity of mankind [45] can increase social cohesion and positively impact students' prosocial behavior [46], which is one of the ideal outcome of patriotic education. People with sympathy can feel empathy for people around the world, which could prevent the development of short-sighted nationalism and international zero sum game [47]. For instance, Germany after World War II formulated kindness education [44].

6.   Conclusion

To sum up, this study focuses on the influence of patriotic education on the patriotism related ideological phenomena for the realization of a community with a shared future for mankind in the globalization era. Through comparative analysis and meta-analysis, we propose that over-inclusiveness and over-exclusiveness tendencies could diminish the sense of responsibility and induce nationalism accordingly, blurring the nation state boundaries and hindering the coordinated development of various countries. Patriotic education however, could delicately balance in between, by cultivating students' national identity and yet rational patriotism.

Although this article has analyzed the role of patriotic education in the common development of all countries, there are still issues for further discussion. For example, national identity is accompanied with in-group preference and out-group bias. It requires more delicate modulation to balance for open mind capable of economic activities and yet strong sense of civic responsibility. Also, besides the themes we mention in this paper (authority disenchantment, role models, compatriots' well-being), other pedagogical themes could be adopted and quantitatively analyze, for precise instructions on further research. Those problem could be left for further discussion.

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