

Exploring the Cultivation Path of the "Five Identities" for Teenagers in the New Era

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Abstract: *Innovating the "Five Identities" education method, cultivating young people to firmly adhere to the "Five Identities", and building a sense of Chinese national community is the noble mission of moral education workers in the new era. Based on the research results of cognitive psychology and educational psychology, this paper actively responds to the opportunities and challenges faced by the "Five Identities" education of adolescents in the new era, and explores the cultivation path of the "Five Identities" of adolescents.*

Keywords: New Era; teenagers; Five Identities; Moral education.

1. THE IMPORTANCE OF CULTIVATING THE "FIVE IDENTITIES" FOR INNOVATIVE YOUTH IN THE NEW ERA

The "Five Identities" education is an important component of national unity education in China, and also an important part of moral education in the compulsory education stage. Its value lies in the free development of people based on social harmony. Helping young people establish a strong sense of Chinese national community, allowing the "Five Identities" to enter their subconscious and transform into conscious actions, is an important goal of moral education and an effective way to achieve the unity of national, social, and personal values.

The innovation of cultivation paths is conducive to deepening the understanding of the "Five Identities" among young people, building a strong sense of Chinese national community, and laying a solid ideological foundation for social stability and long-term peace. As the core content of the consciousness of the Chinese nation community, "Five Identities" mainly includes three aspects: national identity, cultural identity and political identity [2]. By grasping the special laws of the development of teenagers' thinking consciousness and innovating cultivation methods, it will help teenagers better understand its connotation, so that the consciousness of the Chinese nation community can be rooted in the heart and integrated into the blood. Secondly, innovation in the cultivation path is also conducive to the development of two-way interaction between teachers and students. Strengthening the "five identifications" through "mutual embedding" helps to expand the perspective of moral education in the compulsory education stage. Starting from the innovation of the "five identifications" cultivation path, it spreads to the interconnection and commonality of various disciplines, breaks down disciplinary barriers, and builds a systematic cultivation framework.

2. OPPORTUNITIES AND CHALLENGES FACED BY THE "FIVE IDENTITIES" CULTIVATION PATH FOR INNOVATIVE YOUTH

2.1 Opportunities

In recent years, the vigorous promotion of national universal language teaching has provided a good platform for the "Five Identities" education, opened up vast space, and laid a language foundation. Language and writing are the basic carriers for the dissemination of ideas, ensuring that the "Five Identities" become the foundation for the growth of young people, and promoting national language teaching is a fundamental project. Secondly, the introduction of fresh "blood" provides talent support for innovative "five identities" cultivation methods. The introduction of young teachers has strengthened the talent team, and in addition, the government has enriched the teaching team through forms such as university student support, cadre support, and aid support. Finally, the Party's comprehensive leadership over education ensures the basic direction of education. The significant achievements of education reform in border areas in recent years lie in strengthening the Party's comprehensive leadership over education work.

2.2 Challenges

In the new media era, the complicated information flow and various communication carriers have formed a hedge against the propaganda of teachers' mainstream ideology. Due to the immature value orientation and judgment of teenagers, the spread of multiculturalism, non mainstream culture, and even erroneous ideas on the Internet can easily have an impact on teenagers, dispelling the influence of mainstream ideology. If educators cannot provide convincing explanations for teenagers' doubts, it will further weaken their identification with the dominant ideology. Secondly, there is a lack of systematic educational carriers. Although the importance of the "Five Identities" education has been repeatedly emphasized, the current compulsory education

stage of the "Five Identities" education has not formed a systematic teaching system, with no teaching textbooks or syllabus, nor teaching curriculum settings. The content of the "Five Identities" education mainly relies on ideological and moral education or teachers' conscious teaching. Therefore, adolescents' knowledge acquisition of "five identifications" is fragmented and fragmentation. In addition, the academic performance oriented teaching evaluation method also limits the innovation of educational methods. From the perspective of teaching content, the core content of the "Five Identities" education belongs to abstract theory education. Teenagers have great difficulty in understanding abstract theories. How to innovate educational methods while ensuring basic knowledge understanding is also a challenge for educators.

3. REFLECTIONS ON THE CULTIVATION PATH OF "FIVE IDENTITIES" FOR INNOVATIVE YOUTH IN THE NEW ERA

3.1 Innovation in educational methods based on "memory understanding"

According to the research of educational psychology and cognitive psychology, people instinctively escape the understanding of abstract concepts, because the understanding of abstract concepts requires the brain to mobilize existing knowledge to learn new knowledge, thus increasing the load on the brain. So although humans are naturally curious, they are not naturally thinkers. The "Five Identities" education belongs to the learning of abstract concepts, which is more difficult for teenagers. Although educators have been exploring new ways to improve the timeliness of identity education, most of them are in separate groups and have not formed a relatively systematic educational approach. By referring to the abstract concept learning theory of cognitive psychologist Daniel T. Willingham [3], educators need to complete four steps in the process of carrying out "five identities" education, namely, perceptual memory - working memory - long-term memory - understanding.

Memory is the starting stage of the "Five Identities" education, and educators can first enable students to obtain "perceptual memory" through the mobilization of sensory organs such as vision, hearing, and touch. Educators deepen students' understanding of the concept of "five identifications" by posing questions and triggering students' thinking, thus forming "long-term memory", thus realizing students' basic cognition of abstract concepts. Many educators believe that curiosity is a key factor in motivating students to learn independently, and it can help trigger thinking behavior. Therefore, educators should actively utilize and maintain students' curiosity

Heart, guide students to think. For example, in the process of the "Five Identities" education, educators can set questions from both positive and negative perspectives by preset questions, guiding students to think about the teaching content. Educators can also expand the scope of questions and extend them to the social life aspects related to students, allowing students to repeatedly reflect on this issue from different perspectives and situations. In addition to the way of thinking, researchers believe that stories have a "psychological advantage" and are one of the effective ways to deepen memory, making it easier for people to remember stories. Professor Yang Hongxing once proposed to carry out the "Five Identities" education through ethnic narrative methods[4] He elaborated on the specific narrative content contained in the "Five Identities" from five aspects, Has strong emotional touch. Therefore, educators can provide "five identities" education to teenagers through the storytelling method of "defining problems - creating difficulties and conflicts - solving difficulties", thereby strengthening their memory. The second stage of abstract concept learning is understanding. The so-called understanding is to transfer the existing and correct knowledge from long-term memory to working memory for processing, to give meaning or combine with new situations. The understanding of abstract concepts usually requires educators to use analogies to explain, but the knowledge obtained from this is mostly "shallow knowledge", and the essence of understanding is the acquisition of "deep structure". The fundamental purpose of the "Five Identities" education for teenagers is to understand and transfer, and society is the ultimate place to test its achievements.

The transition of the "Five Identities" from the memory stage to the understanding stage requires educators to take certain measures, such as using rich examples of argumentation instead of single example interpretation, and strengthening practical training. Repeated training is the basic path for transfer and utilization. The "Five Identities" education should not only remain in the oral discourse of educators, but also be transformed into consistent practice between teachers and students. In addition, educators can also consolidate teaching outcomes through methods such as "skill cores" and "visual hammers".

3.2 Atmosphere Creation Based on the Behavior Theory of "Result Selection"

Anthony Bigram, an American behavioral scientist and psychologist, has conducted nearly 40 years of research on children's behavioral patterns, psychology, personality traits, and parenting environment, proposing a "result selection" theory. Its core content is the law of human behavior, which is to organize one's actions according to the outcome of an event, ultimately forming character and personality. Children, as a special group of minors, exhibit greater sensitivity and prominence. The behavior pattern of 'result selection' tells us that the formation of adolescents' cognition and behavior is the gradual accumulation of 'result orientation' in their surrounding environment. This research result indicates that creating a correctly oriented environment is of great significance for the development of adolescents. Therefore, in the education of the "Five Identities" for teenagers, it is necessary to create a nurturing environment from three levels: school, family, and society, so that

teenagers can truly see and feel the positive results brought by adhering to the "Five Identities", and thus achieve true inner identification.

School level: The school can integrate the core content of the "five identifications" into the construction of campus culture in a normal way, and construct campus cultural content from three levels of political identity, national identity, and cultural identity, guided by "cultural self-confidence". In the new era, schools should pay equal attention to political and ethnic identity education on the basis of traditional cultural education, balance the core content of the "Five Identities", and carry out targeted publicity and guidance. In addition, schools should also provide feedback on the behavior of adolescents in the "Five Identities" aspect, so that they can feel the results of behavioral choices and strengthen their behavior.

The conflict or even confrontation between the subject consciousness and the ideological viewpoints of teachers and professors will have a significant impact on the formation of the three perspectives of teenagers. In reality, it is not difficult to see that some teenagers, when facing conflicts between family values and dominant ideologies, ultimately choose the wrong direction, causing extremely serious consequences for individuals, families, and society. The unity of family environment and school environment helps to understand and strengthen the concept of "Five Identities". Therefore, the construction of a family environment should attract the attention of the government and parents. Government departments can strengthen the promotion and guidance of family culture construction. Parents should adhere to the correct political stance, actively create a good family atmosphere, and promote the healthy growth of teenagers.

Social level: As the "second classroom" for the growth of teenagers, society has expanded the educational space and provided a rich practical platform for the "Five Identities" education. At present, the education scope of the "Five Identities" for teenagers is mainly limited within the scope of schools. There are not many opportunities for students to truly experience the national status quo, social reality, and interpersonal communication when "going out". In order for teenagers to truly achieve the three levels of identification, they must truly "touch" the social status quo. Therefore, schools should make full use of diverse public propaganda platforms and bases in various regions, organize students to participate in the field and experience firsthand, in order to deepen their understanding of abstract concepts.

3.3 Teaching Content Innovation Based on Systematicity

The innovation of educational methods ultimately relies on teaching content, which is the relationship between content and form. The diversification of forms is to better showcase content, and the rich development of content helps to innovate forms. At present, a set of systematic and complete teaching contents of "five identifications" has not been established in the teaching system of the compulsory education stage, and most of them are interspersed in the history or ideological and moral education curriculum in a fragmentation way. Therefore, it is necessary to construct the core content system of the "Five Identities" education for teenagers based on the actual situation.

From the basic content, the "five identities" include the identity of the great motherland, the Chinese nation, the Chinese culture, the CPC and socialism with Chinese characteristics. Some researchers also divided it into three levels, namely, political identity, national identity and cultural identity. No matter from which perspective, educators should always focus on three issues in the construction of the content system, namely, "what", "why" and "how to do". Educators can only extend the question of "why" identity by explaining to young people what the great motherland, the Chinese nation, Chinese culture, the CPC and socialism with Chinese characteristics are. Finally, let's talk about "how to do it" in conjunction with reality. Therefore, based on a complete logical system, a parallel teaching content is formed.

With regard to political identity, on the one hand, we can refine the national history, show the development before and after the founding of New China from the economic, political, social, cultural and other aspects in a comparative way, closely follow the path, theory, system, and cultural advantages of socialism with Chinese characteristics, and highlight the strong momentum of development led by the CPC. On the other hand, it is necessary to combine the anti aggression struggle of the people in various regions during the Anti Japanese War to showcase the patriotic spirit of the people of all ethnic groups in defending their country, defending their borders, and vowing to die unyielding. The high enthusiasm of the people of all ethnic groups to unite and build the motherland during peacetime. Regarding ethnic identity, in addition to narrating the development process of the Chinese nation, it should also include language, writing, values, lifestyle, and other content to integrate theoretical knowledge education and life practice, and comprehensively carry out ethnic identity education. With regard to cultural identity, it is necessary to dialectically handle the relationship between the excellent traditional Chinese culture and the culture with ethnic minority characteristics. When carrying out cultural construction, schools should be inclusive, which includes both traditional Chinese culture and culture with ethnic minority characteristics.

Prosperity and development, using the "Five Identities" to infiltrate the life journey of young people is not only the responsibility of the teaching staff, but also the common mission of the "educators" of the entire society.

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