

Building the "Four Communities" to Enhance the Effectiveness of Patriotic Education in Universities

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Abstract: Conducting patriotic education in universities under the background of the new era is not only an inevitable requirement of national strategy but also a core path for cultivating new generations capable of shouldering the mission of national rejuvenation. Currently, advancing patriotic education in universities must be based on the actual situation of the new era, exploring scientific implementation methods to enhance its effectiveness, pertinence, and influence. To this end, the implementation of patriotic education in universities in the new era must establish the "Four Communities": a Curriculum Community, a Space Community, a Responsibility Community, and a Method Community, mobilizing all positive factors to promote the integration of patriotic education in the new era throughout all aspects of university education and teaching.

Keywords: New Era; Universities; Patriotic Education; Community

1. Introduction

The *Patriotic Education Law of the People's Republic of China*, passed in 2023, legally established the strategic position of patriotic education in the new era, explicitly stating that "strengthening patriotic education is an inevitable requirement for gathering spiritual strength for the great rejuvenation of the Chinese nation." ^[1] This law positions universities as the core front for patriotic education, requiring the cultivation of new-era talents possessing both patriotic feelings and global competitiveness through systematic and regular educational practices. Therefore, conducting patriotic education in universities in the new era must not only "make efforts to deepen patriotic feelings... allowing the spirit of patriotism to take firm root in students' hearts" ^[2] but also innovate educational practices by considering the new circumstances and characteristics of the subjects, objects, and intermediaries involved in advancing patriotic education in universities today, in order to cultivate "pillars capable of undertaking the task of building a strong country and achieving national rejuvenation." ^[2] Promoting patriotic education in universities in the new era is a systematic project. As shown in Figure 1, it requires forming synergy across multiple aspects and striving to build the "Four Communities".



Figure 1: Four Communities

2. Deeply Integrating Ideological and Political Theory Courses with Curriculum-Based Ideological and Political Education to Build a Curriculum Community for Patriotic Education in Universities in the New Era

The *Outline for the Implementation of Patriotic Education in the New Era* points out that "patriotic education in the new era must give full play to the main channel role of classroom teaching, integrating patriotic education into the textbook system and educational teaching of ideological and political theory courses." Therefore, on one hand, universities must strengthen the ideological leading position of patriotic education in ideological and political theory courses; on the other hand, they must run through patriotic education throughout the entire process of education and teaching, strengthening the sense of responsibility and problem orientation of all courses, so that "all other courses must guard their own section of the channel, farm their own responsibility field... enabling various types of courses to move in the same direction as ideological and political theory courses, forming a synergistic effect."^[2] As shown in Figure 2, we should give full play to the patriotic education function of various courses, building a Curriculum Community for patriotic education in universities in the new era.

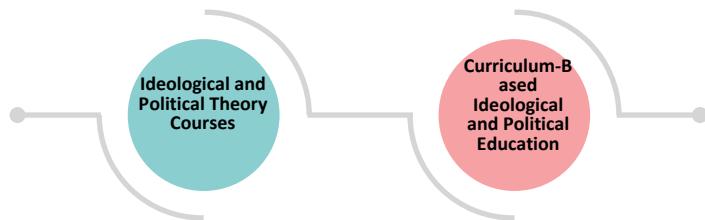


Figure 2: Curriculum Community

2.1 Strengthen the Ideological Leadership Role of Ideological and Political Theory Courses in Patriotic Education in Universities in the New Era

"Ideological and political theory courses are the main front for patriotic education."^[3] To advance patriotic education in universities in the new era, the first step is to confidently run ideological and political theory courses well and fully leverage their ideological guiding role. In promoting patriotic education, ideological and political theory courses should focus on three aspects: education about the connotation of patriotism, the reasons for patriotism, and patriotic action, nurturing students' patriotic feelings and enhancing their patriotic sentiment. Conducting education on the connotation of patriotism in university ideological and political courses means arming students' minds with "Four Confidences," understand the "Two Establishments," and achieve the "Two Upholds," helping university students understand the core essence of patriotism in contemporary China. By running ideological and political courses well, make university students recognize that the distinct theme of patriotism in the new era is achieving the great rejuvenation of the Chinese nation, and "adhering to the unity of loving the country, the Party, and socialism." Conducting education on the reasons for patriotism in ideological and political theory courses involves using the great achievements made by the Party and the people to guide young students to continuously strengthen their sense of identity with the motherland, strengthen their identification with the Communist Party of China, and with the theories, system, path, and culture of socialism with Chinese characteristics, firming up the "Four Confidences", thereby effectively responding to the impact of diverse social trends under the background of economic globalization on patriotic concepts and patriotic education, and guiding students to more consciously practice the contemporary connotation of patriotism under the new situation. Finally, ideological and political theory courses should also be good at unifying the theoretical teaching of patriotism with practical teaching. Integrating patriotic education into practical teaching means guiding students to participate in or encouraging them to carry out diverse patriotic practical activities. For example, teachers can lead students on visits to red education bases and organize activities in an orderly manner, such as "telling red stories", watching red movies, etc. Students are inspired, encouraged, and deeply touched through vivid historical facts and the great revolutionary spirit. Finally, teachers can achieve the teaching effects of improving subjective cognition, stimulating emotional resonance, and prompting transformative action.

Teachers are the foundation of establishing education and the source of prospering education. "The key to running ideological and political theory courses well lies with the teachers, and in bringing into play their initiative, enthusiasm, and creativity."^[2] Because, on one hand, ideological and political course teachers bear the heavy responsibility of "planting the seeds of truth, goodness, and beauty in students' hearts, and guiding students to fasten the first button of life correctly."^[2] On the other hand,

ideological and political theory teaching concerns the world situation, national conditions, the Party's situation, and public sentiment, involving various fields such as philosophy, political science, economics, history, sociology, ecological civilization, and Party construction. Therefore, strengthening the construction of the ideological and political course teaching force is particularly important. Ideological and political course teachers must possess six key qualities: strong political conviction, deep patriotism, innovative thinking, broad horizons, strict self-discipline, and upright character. In building the contingent of ideological and political course teachers in universities, it is crucial to ensure a strict "entry gate,"^[2] rigorously checking the "political gate," "ethics gate," and "professional competence gate," letting those with faith talk about faith, and those with patriotic feelings talk about patriotism, truly "cultivating the aspiration and ambition of 'cultivating the field of education, strengthening the country with me'."^[2]

2.2 Leverage the Synergistic Effect of Ideological and Political Theory Courses, Philosophy and Social Sciences, and Natural Science Professional Courses in Patriotic Education

University philosophy and social sciences possess not only strong knowledge and scientific nature but also strong political, value-laden, and ideological nature. "Philosophy and social sciences significantly influence the formation of students' worldview, outlook on life, and values." In the process of conducting patriotic education, professional courses related to philosophy and social sciences should, based on China's specific national conditions, adhere to the guidance of Marxism, and through classroom teaching, focus on social hot topics of common concern to university students, major theoretical and practical issues arising from the reform process, and focal issues occurring around students inside and outside the school, targetedly conduct guidance work on patriotic education for university students, effectively fulfilling the important responsibility of philosophy and social science courses in carrying out patriotic education for university students, and firmly embedding the spirit of patriotism in the hearts of contemporary university students.

Science knows no national boundaries, but scientists have a motherland. Although the knowledge imparted by natural sciences has no class nature or political nature, the application of natural science knowledge has distinct value orientations. In natural science teaching, teachers should guide students to study hard, set lofty ambitions, master advanced scientific and cultural knowledge, and use their acquired knowledge to serve the motherland and the people. In terms of teaching methods, teachers can, at appropriate times, cite touching stories of outstanding scientists who feared no difficulties, pressed forward in the face of challenges, made selfless contributions, and courageously scaled the peaks of science, to influence and edify students. Teachers should cultivate both patriotic and scientific spirits in university students of the new era, enable them take the fate of the country and the nation as their own responsibility. From older generations of scientists like Li Siguang, Qian Xuesen, and Deng Jiaxian to contemporary scientists like Chen Jingrun, Huang Danian, Tu Youyou, and Nan Rendong, they all possess strong patriotic feelings and have made monumental contributions to the motherland and the people. Besides storytelling, teachers can also invite scientists to give academic or life reports to students personally, or organize students to watch exhibitions of China's scientific and technological achievements, etc., to enhance students' strong national pride and patriotic feelings.

3. Integrating Online Virtual Space with Offline Physical Spaces to Build a Space Community for Patriotic Education

The *Outline* clearly states that patriotic propaganda and reporting in the new era should not only be down-to-earth and vibrant but also attract public attention. As shown in Figure 3, advancing patriotic education in the new era requires the integration of online and offline spaces. This approach aims to build a "Space Community" for this purpose and substantially enhance its effectiveness.

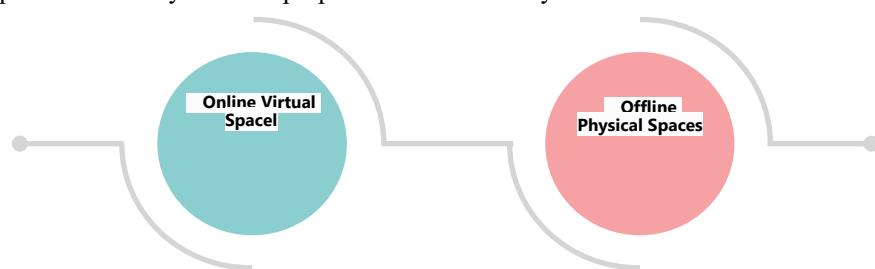


Figure 3: Space Community

3.1 Patriotic Education Must Be Based on Offline Physical Spaces

Advancing patriotic education in universities in the new era must first be based on offline physical spaces. Real-world education focuses on the present reality, which is a kind of "various actual things and their relationships that exist objectively in a self-contained way,"^[4] including objectively existing nature, society, people, and their activities. Real-world education is a method with the current reality as its content. Patriotic education must serve the current reality, but to serve the reality effectively, it must first understand the reality. Therefore, we should uphold the spirit of keeping pace with the times and use a comprehensive perspective to summarize the current good experiences in patriotic education? What achievements have been made? What problems exist? What challenges are faced? What measures have been taken? Answering these questions can inject new impetus into the theoretical research and practical implementation of patriotic education in the new era, and will also lay a solid foundation for the effective conduct of patriotic education in network virtual space.

3.2 Patriotic Education Must Fill Cyberspace

Currently, human society has entered the Internet age. Facing the development of information technology represented by the Internet and the new challenges it brings to patriotic education in the new era, the *Outline* clearly states that in the new era, we must sing the main melody of patriotism through the Internet and let patriotism fill cyberspace. This opinion makes us realize the extreme importance of strengthening patriotic education in cyberspace, recognize the opportunities and challenges brought by informatization to patriotic education in the new era, strive to solve the problems of inefficiency or even absence of patriotic education in cyberspace, and truly achieve the goal of letting patriotism fill cyberspace.

First, fully recognize the extreme importance of patriotic education filling cyberspace in the new era. In today's world, the rapid development of Internet technology has caused profound changes in people's production and lifestyles. The Internet era is an era where everyone holds a microphone and everyone can speak. These characteristics of the Internet have quickly made it a center for the dissemination of ideas and opinions, replacing traditional media as the main battlefield of public opinion struggle. Whether this battlefield can be won is directly related to China's ideological security and political security.

Second, fully recognize the new challenges faced by patriotic education in the new era in the virtual space of the network. With the rapid development of science and technology, electronic computers and the Internet have "entered the homes of ordinary people." While profoundly affecting production methods, it is also profoundly rewriting people's traditional ways of cognition, daily lifestyles, and values. The China Internet Network Information Center (CNNIC) released the 55th *Statistical Report on China's Internet Development Status* in Beijing, showing that as of June 2025, the number of Internet users in China reached 1.123 billion, and the Internet penetration rate rose to 79.7%.^[5] In the all-media era, the Internet has pushed the speed, breadth, density, and intensity of human cultural communication to an unprecedented height. It is particularly convenient for people to acquire knowledge and information, with platforms and paths greatly broadened. One can know the whole world without leaving home. At the same time, the comprehensive rise of the Internet has also brought serious threats and challenges to the spread and development of culture. The marketization and profit-seeking nature of the network have deconstructed the elegance and public welfare of culture, making it easily tainted by the smell of money and reduced to a slave of money. The Internet brings fragmented time and scattered attention to people. In this era of information explosion, noise, impatience, and temptation, it is difficult for people to focus on the study and learning of systematic knowledge, but are keen on buzzword culture and fast-food culture, while attention, expectation, and belief in elite culture and classic culture are increasingly weakened, leading to the disenchantment of culture. Furthermore, the openness of the network also provides opportunities for ideological infiltration from other countries. National culture and information security face risks. Coupled with the gathering influence of various subcultural groups in the network, it seriously undermines the authority of the country's dominant values.

Finally, efforts must be made to solve the problem of low efficiency or even absence of patriotic education in the virtual space of the network. Faced with the profound changes and objective requirements brought by new media, the traditional education and guidance methods of universities have not kept up in terms of work philosophy, methods, and means. The ability to use new online media technology for patriotic education is not strong enough. For example, using old methods, old

habits, and old tones in communication, relatively single modes of expression, narrow target audience, and insufficient ability to respond to students, resulting in university students not liking to listen or participate in online learning. It can be said that in the context of more intense ideological struggles in the network, whoever has advanced communication methods and strong communication capabilities, their ideas and values can be widely spread. Therefore, how to master the dominance and discourse power in cyberspace has become an important part of patriotic education work in universities in the new era. To this end, to solve the problem of inefficiency or even absence of patriotic education in cyberspace, it is necessary to make great efforts to improve the ability of university network staff engaged in network supervision, network propaganda, and network maintenance, and strive to strengthen the guidance of patriotic education in universities from four dimensions: content innovation, platform governance, technological empowerment, and evaluation system.

4. Organic Coupling of Multiple Subjects in Value Conduction, Resource Integration, and Effectiveness Evaluation to Build a Responsibility Community for Patriotic Education in Universities in the New Era

Advancing patriotic education in universities in the new era is a systematic project. It requires not only horizontal division of labor and responsibility among various departments within the university to form synergy but also vertical hierarchical responsibility and interaction between university Party committees, school Party committees, and primary-level Party branches. Therefore, as shown in Figure 4, we must build a Responsibility Community for patriotic education in the new-era university.

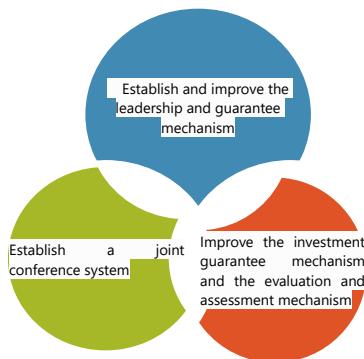


Figure 4: Responsibility Community

First, establish and improve the leadership and guarantee mechanism for patriotic education in universities. The *Outline* clearly states that it is necessary to strengthen organizational leadership in patriotic education.^[6] Party committees and governments at all levels must shoulder their political and leadership responsibilities, place patriotic education on the important agenda, incorporate it into the responsibility system for ideological work, strengthen construction and management, and ensure the implementation of various tasks." Therefore, to ensure the effective implementation of patriotic education, university Party committees at all levels should, based on sufficient research, strengthen macro-level planning and guidance for the implementation of patriotic education. The leadership guarantee mechanism is a very critical part of the entire large system of patriotic education. Whether its organizational structure is scientific and the leadership is strong directly affects the operation of other mechanisms and the effectiveness of patriotic education. Practice has proven that universities with sound organizations and strong leadership have high effectiveness in patriotic education, and vice versa. Therefore, it is necessary to strengthen and consolidate the leadership position and dominant role of the university Party committee in patriotic education, forming a leadership system where the main leaders take personal charge, the responsible leaders focus on it, and various relevant departments are responsible for their respective parts, effectively implementing the work of patriotic education in universities.

Second, establish a joint conference system for patriotic education in universities, with relevant departments participating and each assuming its responsibilities. The systematic and complex nature of patriotic education work in universities determines the multi-subject participation in this work. Therefore, it is necessary to ensure the effectiveness of patriotic education work in universities by establishing a joint conference system under the unified leadership of the Party committee. This system

should involve relevant departments and assign corresponding responsibilities. The propaganda department is responsible for organizational coordination, effectively promoting the propaganda work of patriotic education in universities by coordinating work content, methods, and teams. The academic affairs department and scientific research management department must actively claim responsibility in classroom teaching and the management of ideological and cultural positions, ensuring that classroom teaching positions and university ideological and cultural positions adhere to the correct political direction and become the main front for patriotic education. The university's network information management department must actively claim responsibility for network ideological security, effectively occupying and holding the network front for patriotic education in universities.

Third, improve the investment guarantee mechanism and the evaluation and assessment for patriotic education in universities. The investment guarantee mechanism for patriotic education refers to a series of institutional arrangements, such as policy measures, financial support, and resource allocation, aimed at ensuring that universities can carry out patriotic education continuously and effectively. The core of this mechanism is to provide sufficient human, material, and financial support for patriotic education in universities through government leadership and multi-party participation, thereby ensuring the smooth progress of educational activities and the achievement of educational goals. Necessary and timely sufficient investment in material and financial resources is the basic guarantee for doing a good job in patriotic education and is conducive to fully mobilizing the initiative and creativity of personnel at all levels and departments. The assessment and evaluation of patriotic education is a basic link and an effective means in the patriotic education system. That is, by evaluating the educational effects, appropriate rewards and recognition are given to universities and individuals with outstanding performance, and suggestions for improvement are also made for existing problems, thereby promoting the overall improvement of the level of patriotic education. The assessment and evaluation system for patriotic education should adhere to the principles of scientificity, comprehensiveness, feasibility, and dynamism, and maintain the organic unity of purpose and effect, content and form, process and result, subject and object, etc., making its assessment and evaluation scientific, institutionalized, and regularized. Evaluation methods can include questionnaires, interviews, multimedia reviews, etc. As an important starting point for ideological work, the assessment and evaluation system for patriotic education is of great significance for ideological security, improving educational governance capabilities, and cultivating university students with "cognitive-emotional-behavioral" three-dimensional abilities.

5. Constructing Multimodal Educational Methods to Build a Method Community for Patriotic Education in Universities in the New Era

In the process of understanding and transforming the world, people always adopt certain methods and means. Scientific methods can achieve twice the result with half the effort. Implementing patriotic education also requires scientific methods to effectively convey patriotic values, deliver patriotic education content, and thus achieve the set educational goals and tasks. The educational process is a process of two-way interaction between subjects. Therefore, in the implementation process, educators need, under the guidance of scientific values, to fully understand the knowledge literacy, comprehension and acceptance ability of the objects of patriotic education, the depth of the content taught, and other objective actual conditions. Whether a correct analysis of these factors can be formed relates to the choice of educational methods, which directly determines whether patriotic education can achieve the desired results.

University students belonging to Generation Z are characterized by growing up in an era of highly developed digital technology. They are far more familiar with the digital world than any previous generation of young people, having been exposed to computers, smartphones, and the Internet since childhood. They are accustomed to obtaining information and expressing themselves through social media, skilled in using online resources for learning and entertainment. Digital technology has become an indispensable part of their lives. Therefore, as shown in figure 5, it is necessary to construct multimodal educational methods and build a four-dimensional Method Community in the process of patriotic education.

Adhere to the two-way adaptation of guidance and integration to advance patriotic education in universities in the new era. With the development of artificial intelligence technology, in the implementation of patriotic education, guidance can be established between human and machine or between humans. Taking between humans as an example, the process of "guidance" starts from the trend of free development of thought among Generation Z students, creating ample opportunities for

students to express their opinions and views on social phenomena and various issues. Based on carefully listening to students' opinions and views and observing their expressions and emotional states, the guider carefully analyzes and studies them to make correct guidance decisions. "Direction" is guidance, and it is the purpose and destination of "guidance." The requirement of "direction" is: after mastering students' opinions and views based on "guidance," the educator should further offer their own opinions on the educatees' views, clearly establishing their own stance. For wrong viewpoints, the educator should use facts from social and historical development to educate students with emotion and reason, helping students form correct understanding and feelings towards the Party, the country, and our history, turning negative factors into positive ones; for correct opinions and ideas, the educator should not only clearly express affirmation and support but also help students further improve their relevant understanding. In the implementation of patriotic education, guidance and direction are two complementary aspects. The process of guidance can identify problems, thus providing prerequisites for solving them; while direction is the purpose and key to guidance. Conducting patriotic education, only through the two-way adaptation of guidance and integration, can we identify problems, resolve students' internal value conflicts and emotional alienation, and provide correct value guidance.

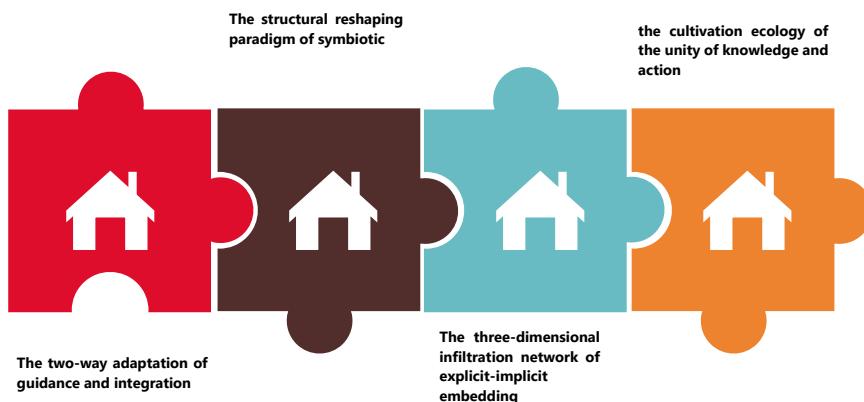


Figure 5: Method Community

Adhere to the structural reshaping paradigm of symbiotic deconstruction and construction to advance patriotic education in universities in the new era. Mao Zedong pointed out during the revolutionary war years: "There is no construction without destruction, no flowing without damming, no motion without rest." Today, although Marxism occupies a dominant position, the influence of various erroneous social trends of thought against Marxism cannot be underestimated. The ideological field is always characterized by the mutual agitation of different social trends of thought, including correct and erroneous, positive and negative, scientific and reactionary. We must especially strive to break the potential negative impact of harmful ideologies such as historical nihilism, refined egoism, and Western "universal values" on young students, and the strong impact they bring to patriotic education. To this end, we should be guided by the *Outline*, adhere to the unity of "destruction" and "construction," based on construction and focusing on construction. In destroying the essence of bourgeois liberalization, adhere to the Four Cardinal Principles; in destroying the essence of historical nihilism, adhere to historical materialism; in destroying the essence of narrow nationalism, adhere to rational patriotism; in destroying cultural conservatism, adhere to Marxism, etc. Only through the combination of destruction and construction, and actively responding to the impact of erroneous trends of thought on patriotism, can patriotic education truly enter the hearts of young students, thereby improving the effectiveness of patriotic education. In terms of implementing destruction and construction, universities can have educators deconstruct erroneous trends of thought, or achieve this effect through artificial intelligence systems.

Adhere to the three-dimensional infiltration network of explicit-implicit embedding to advance patriotic education in universities in the new era. Explicit education is a kind of patriotism education conducted through tangible, perceptible ways, such as meetings, seminars, discussions, classes, etc. Compared with explicit education, implicit education imperceptibly infiltrates advanced ideological consciousness into students' thoughts in a "moistening things silently" manner. Generally speaking, the influence of implicit education on the educatees is achieved through infectious agents, which can be any one or more of characters, art, environment, activities, and events. The education these infectious agents have on the educational objects can be summarized into three forms: image education, art education, and group education. Image education can involve visiting patriotic education bases and

gaining inspiration; it can also involve contacting advanced patriotic models and gaining enlightenment from their words, deeds, and personal deeds; it can even involve watching or participating in major events, being personally involved, and receiving education from them. Art education mainly works through the direct or indirect contact of the educatees with patriotic literary and artistic works such as literature, music, drama, film, and television. This is a method of combining education with entertainment, which can effectively enhance the patriotic emotions of the educatees, improve their patriotic moral quality, overcome their wrong patriotic concepts, and strengthen their patriotic behavior. However, the premise for this method to work is that the educatees are interested in the patriotic literary and artistic works they contact and that these works are generally positive and healthy; otherwise, it will be counterproductive. Group education emphasizes that individuals in a group, influenced by the whole group, generate emotional resonance. For example, singing a classic red song alone may not evoke deep feelings, but if many people sing red songs together, the psychology will be greatly shocked, and strong patriotic feelings will be stimulated. Regardless of the form, it works by arousing the inner emotions of the educatees. Due to the different psychological qualities, physical qualities, and intelligence levels of different educatees, this aroused patriotic emotion has two manifestations: one is positive emotion, also known as affirmative emotion, manifested as the educatee being deeply moved, identifying with the received information, and requiring themselves to take action to fulfill their patriotic responsibilities; the other is negative emotion, also known as negative emotion, manifested as the educatee being indifferent to the received information, even producing contempt, rejection, and other negative attitudes. In behavioral practice, they may either ignore the affairs of the country and the people, only caring about their own interests, or oppose or even rebel against their motherland. Therefore, when using the implicit education method for patriotic education, it is necessary to emphasize the importance of emotion, embedding reason in emotion, so that the educatees unconsciously accept patriotic education, thereby stimulating the educatees to establish positive psychological emotions and behaviors, negate and abandon negative psychological emotions and behaviors, and become a patriot with a "rational, tolerant, open, and peaceful" mentality.

Adhere to the cultivation ecology of the unity of knowledge and action to advance patriotic education in universities in the new era. The integration of "knowledge" in patriotic education, that is, ideological guidance, and "action," that is, practical cultivation, is a key way to cultivate students' patriotic feelings and sense of responsibility. The *Patriotic Education Law* proposes that patriotic education should combine ideological guidance with practical cultivation. Ideological guidance is mainly achieved through theoretical indoctrination, whose essence is the systematic education and propaganda of ideological theory. Lenin, in *What Is To Be Done?* clearly emphasized the importance of theoretical indoctrination when discussing workers' consciousness, stressing that the proletarian party should use the stand, viewpoints, and methods of Marxism to propagandize, educate, and arm the masses, helping the people understand the laws of social development, thereby guiding people's thoughts in the correct direction. In fact, indoctrination is necessary for all objects of ideological education. Even in the current era where peace and development are the themes, decadent bourgeois ideologies from the West, such as historical nihilism, money worship, individualism, and liberalism, will, to varying degrees, invade people's minds. To improve the effectiveness of patriotic education, universities must adhere to the method of subject-object interaction when conducting education, allowing teachers and students to carry out activities in equal two-way communication. Through this kind of interaction between subjects and objects, educators should start with the "key" of awakening the educational objects' awareness of their need for ideological and political theory, specifically and deeply analyze the various subjective and objective factors affecting the ideological state of university students, focus on inspiring and motivating university students to actively accept education and consciously conduct self-education, overcome the practice of one-way injection from subject to object existing in indoctrination education, adopt an attitude of service and treating others as equals, think what students think, solve students' doubts, inspire what students can do, respect and bring into play the subjective initiative of the educatees, and establish new methods and concepts of equal two-way communication between educators and educatees, thereby achieving the purpose of mutual inspiration and education.

In advancing patriotic education in universities, it is necessary not only to emphasize guidance at the theoretical level but also to strengthen cultivation at the practical level. Mao Zedong proposed that practice and cognition are dialectically unified. Practice can deepen the subject's understanding of the object. Strengthening the practical cultivation of patriotic education means allowing students to participate in various patriotic activities to achieve the effect of enhancing patriotic feelings, firming up patriotic beliefs, and transforming patriotic thoughts into inner beliefs. There are various ways of practicing patriotic education. Based on my investigation and research on over 200 students from

various majors in our university, I learned that over 75% of the students like listening to stories, over 83% are willing to learn about history by visiting memorial halls, museums, exhibition halls, red culture sites, conducting on-site visits, VR viewing, etc., and only 44% of the students chose to accept theoretical education. Universities should carry out rich and diverse campus patriotic cultural activities according to the professional characteristics and interests of university students. For example, they can organize patriotic poetry recitations, red song concerts, red story stage plays, debate competitions, etc., suitable for different majors in universities; according to professional characteristics, painting and design competitions with patriotic themes can be carried out in art majors. By carrying out rich and diverse activities, it can not only enrich campus cultural life but also enhance students' patriotic feelings, allowing "patriotism" to take root in students' hearts.

6. Conclusion

Under the historical orientation of the new era, the in-depth development of patriotic education in colleges and universities is not only an inevitable requirement for national strategy, but also a core path to cultivate the bearers of the national rejuvenation. To enhance the effectiveness, pertinence and influence of patriotic education in the new era, the key lies in exploring scientific and systematic implementation paths based on the characteristics of the times. Colleges and universities must strive to build a new pattern of collaborative education with curriculum community, space community, responsibility community and method community. Through the effective integration of various educational resources and the enthusiasm of the main body, the patriotic education is organically permeated and runs through the processes and all aspects of the talent cultivation in colleges and universities, so as to solidly build the spiritual foundation of the youth generation and provide a solid talent support for national rejuvenation.

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