

Strategies for Cultivating Chinese Cultural Identity of Overseas Students in Guangdong-Hong Kong-Macao Greater Bay Area

Baohua Su¹, Jun Peng^{2,a,*}

¹Jinan University, 601 West Huangpu Avenue, Guangzhou, Guangdong, 510000, China

²City University of Macau, The Macau Special Administrative Region, 999078, China

^a4588775@163.com

*Corresponding author

Keywords: Overseas students in China, Chinese cultural identity, Cultivation strategies

Abstract: The research aims to establish an international education highland and the "humanistic bay area", then integrate and optimize the high-quality educational resources of universities in Guangdong, Hong Kong and Macao. We take international students from the GBA as our research targets. The research focuses on cultivating their Chinese cultural identity, and propose new teaching models. We use the esource platforms to expand students' cultural learning and dissemination, and develop diversified campus activities integrated into Chinese culture. Based on this, we should promote the development of foreign students'education, make them become the inheritors and disseminators of Chinese culture, work together to build a community of human destiny, and enhance the soft power of national culture.

1. Introduction

On February 18, 2019, China issued the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area, which proposed that the Guangdong-Hong Kong-Macao Greater Bay Area (hereinafter referred to as the "GBA") should establish an international education highland and closely participate in the construction of "The Belt and Road Initiative" ^[1]. The education of foreign students in Guangdong universities ushered in a new round of development opportunities. In 2021, the number of foreign students in China exceeded 440,000, an increase of 35% over 2021. Many foreign students came to China to study for academic courses, and academic students and graduate students increased. In 2021, the number of students with academic qualifications in China reached 210,000, accounting for 47.4% of the total number of foreign students in China. According to statistics, in 2021, there were 130,000 foreign students studying in preschool education institutions and various primary and secondary schools in China, was close to 570,000^[2].

In recent years, the number of overseas Chinese students has gradually increased, and more and more overseas Chinese hope that the younger generation will inherit Chinese culture. Guangdong, as the core of the Bay Area construction, adjacent to Hong Kong and Macao, has unique

geographical advantages, high degree of openness and economic activity. The construction of global education system in universities has changed from passive to active, and will gradually move towards regionalization and internationalization [3]. At present, there are nearly 180 universities, 43 national key laboratories and more than 3 million students in GBA. With the continuous revitalization of colleges and universities and the continuous rise of new universities. How to rely on the environment of GBA, actively explore and optimize the integration of resources, form a whole ecological circle for the education of foreign students, attract more foreign students to China, promote the development of foreign academic education, train foreign students to become inheritors and disseminators of Chinese culture, enhance the international visibility of schools, and build an international education system? It is one of the urgent problems to be solved.

Students of Chinese descent are the main body of overseas students in China. On December 23, 2021, Huaqiao University and Social Sciences Academic Press jointly published the Blue Book of Overseas Chinese: Annual Report on Overseas Chinese Study^[4] (2021), in the chapter of cultural identity analyses the identity of different generations of Chinese in Malaysia from quantitative and qualitative aspects. It is believed that attention should be paid to the complexity of the cultural, identity and national identity of the new generation of Chinese^[4]. Overseas Chinese groups are involved in trade, science, education and culture, and their scale is growing and their influence is expanding^[5]. For a long time, China has established strong partnership of mutual trust with other countries in the world, in which non-governmental exchanges with overseas Chinese as a bridge have played an important role as an effective supplement to official exchanges. Overseas Chinese not only inherit the essence of Chinese culture, but also absorb the civilization and customs of the host country, and can swim between the two cultures, which has also become a brand card for the dissemination of Chinese culture. As the largest province of overseas Chinese affairs in China, Guangdong has more than 30 million overseas Chinese of Guangdong nationality. For example, Jiangmen in the GBA is a famous hometown of overseas Chinese. It has a large number of overseas Chinese. Overseas Chinese are the cultural foundation for integrating into the Chinese nation community. How to attract overseas Chinese to contribute to the construction and development of their ancestral (native) country is an important means of identifying with Chinese culture. Therefore, strengthening the cultivation of Chinese cultural identity of overseas Chinese students will, to a certain extent, help to enhance the cultural and emotional identity of overseas Chinese to their ancestral (native) countries and build up the consciousness of the Chinese nation community.

2. The importance of cultural identity

Cultural identity is an important factor in maintaining the relationship between overseas Chinese and their ancestral country, and the cultural identity of overseas Chinese will exert a subtle influence on their attitude towards their ancestral country and the corresponding behavior^[4]. Shen Li et al.(2018) think that after returning to China, the knowledge, culture and values they have learned in China will affect the future political attitude, cultural awareness and living habits. Therefore, strengthening the recognition of Chinese culture by foreign students in China is one of the important ways to enhance the soft power of national culture. At present, many foreign students in colleges and universities have problems such as insufficient cognition, insufficient recognition and single way to understand Chinese culture. In view of these problems, we should strengthen the construction of campus cultural environment, enhance cross-cultural awareness, and open up "the second and third classrooms" so as to promote Chinese culture in many ways^[6].

3. Current situation of overseas students in China

With the increase of foreign students, problem of Chinese cultural identity of foreign students

has become increasingly prominent, which is mainly manifested in cultural shock and cultural indifference ^[7].

In the announcement of the Ministry of Education on the issuance of the Standards for the Quality of Higher Education for Foreign Students in China ^[8] (Trial Implementation). The "Chinese Language and General Situation of China" of "Education and Teaching" requires that the professional training program for foreign students in China should include the requirements of Chinese language proficiency and the compulsory requirements of the general situation of China. Institutions of higher learning should arrange sufficient and applicable Chinese language courses and general courses on China to satisfy the demand of foreign students. "Student Guidance and Extracurricular Education" requires that institutions of higher learning should provide student guidance in line with the characteristics of foreign students ^[8].

Chaofan Ji (2020) pointed out that the education of foreign students mostly relies on Chinese language ^[9]. As the carrier of Chinese culture, the relationship between Chinese language and Chinese culture is inseparable. There are some problems in the identity of Chinese culture among foreign students in China, such as lack of overall awareness, low degree of identity and lack of deep understanding. It can be summarized into three points: insufficient communication, cross-cultural conflict affecting identity, and single way of understanding ^[9].

4. Characteristics and Current Situation of GBA

GBA has a long history and unique cultural characteristics. From the perspective of cultural geography, it involved in "one country, two systems", forming unique cultural characteristics, from the "9+2" urban agglomeration. As far as the historical pedigree is concerned, the difference between the Greater Bay Area and other economic zones lies in its heterogeneous cultural characteristics: as the largest Bay Area in China, it covers three adjacent but distinct regions, namely, Guangdong, Hong Kong and Macao. This characteristic has created an insurmountable boundary and formed a distinct regional landscape, but it has also bred a unique inter-subjectivity of the city ^[10].

There are 151 universities in Guangdong Province, including 64 undergraduate universities and 126 universities in 9 cities in Dawan District, including 83 universities and 36 undergraduate universities in Guangzhou. In June 2021, the QS 2022 World University Ranking was released, in which 92 universities in China were listed, and 14 universities in GBA were selected, including 5 in Guangdong, 7 in Hong Kong and 2 in Macao. Therefore, GBA needs to actively plan the development strategy of higher education according to the characteristics of regional economic development ^[11].

5. Strategies for Cultivating Chinese Cultural Identity of Overseas Students in GBA

Nowadays, the process of globalization is strengthening the role of overseas Chinese as a bridge for economic, political and cultural exchanges between their countries of residence and China, so multi-cultural identity and dual sense of belonging has increasingly become the norm of overseas Chinese cultural identity ^[12]. In the past, overseas Chinese and ethnic Chinese either took root or hoped to return to their roots. They are free to swim between the two cultures and become the natural link between different cultures. Therefore, overseas Chinese have turned "overseas Chinese" into a "bridge" between Chinese culture and other cultures ^[13], from taking root or returning to their roots in the past to many people freely wandering between the two.

We should combine the educational and training concepts and characteristics of Guangdong, Hong Kong and Macao, make full use of high-quality teaching resources, respect different cultural characteristics, find the intersection of cultural blending, and then gradually cultivate the awareness,

understanding and recognition of Chinese culture among Chinese students, which should be the interaction of the ecological circle formed by the state, society, schools, teachers and students.

5.1 Concepts first: building a "humanistic bay area", respecting cultural differences and cultivating cultural identity

Culture is the common memory and historical bond of a nation, which has strong appeal and cohesion. The Outline of the Development Plan for the GBA puts forward the idea of "building a humanistic Bay area together", which is a full affirmation and active practice of Chinese culture, as well as a requirement for the people to enhance their cultural self-confidence. It puts forward requirements for the cultural identity of young people in GBA. The construction of "Humanistic Bay Area" is conducive to gathering people's hearts and improving consensus in the GBA, and promoting social stability and economic development in the Bay Area on the basis of cultural identity.

Influenced by many factors such as history and living habits, Chinese youth has received a variety of cultures, which has formed a unique understanding of things among young people in the long run, which is different from that of young people in the Mainland. Mr. Fei Xiaotong, a sociologist and anthropologist, once said: "Each has its own beauty, the beauty of the beauty, the beauty and the common, and the world is in harmony" ^[14]. Therefore, only by respecting cultural differences can Chinese youth enhance their feelings in various exchanges and cooperation, and enhance the value of cultural identity and sense of belonging.

5.2 Method implementation: Innovating the teaching mode, working together to promote Chinese cultural identity

5.2.1 Constructing a Perfect Curriculum System and Teaching Materials of Chinese Culture Education. Equipped with well-equipped teachers.

At present, in the training programs of non-Chinese majors in colleges and universities, although there are teaching hours and semesters related to Chinese culture, the proportion is relatively small, and some majors do not have syllabus and textbooks for cultural courses. From a macro point of view, Chinese culture is broad and profound, and has a history of five thousand years of civilization, so we should construct an appropriate curriculum system of Chinese culture that meets the needs of foreign students and teach them in accordance with their aptitude. We can formulate specific objectives according to different characteristics of overseas students, and set reasonable class hours, so that foreign students can have targeted training in Chinese cultural identity.

All majors in colleges and universities, especially non-Chinese majors, should select or compile textbooks, equip relatively fixed teachers to teach Chinese culture, adjust training programs and improve the curriculum syllabus, such as setting up Chinese history and culture courses, teaching in the form of combining theoretical courses with cultural experience, and excavating and grasping the motherland. Deepen students' understanding of the culture of their ancestral country, expands their horizons their horizons, enable students to establish deep feelings and identity with their ancestral country, nation, compatriots and culture. The course adopts the combination of fixed and flexible methods, the combination of lectures and special lectures, the principle of gradual progress, the principle of teaching students in accordance with their aptitude, taking into account the students' knowledge structure and psychological characteristics, giving priority to enlightening and discussing education, combining theory with practice, in order to achieve the unity of knowledge and practice in the cultural identity of the ancestral country.

5.2.2 Rely on or structure a network resource platform Spread Chinese culture by combining "online + offline" teaching and self-study.

The development of modern information technology and artificial intelligence can become the accelerator of the spread of Chinese culture. Maximize the dissemination efficiency of high-quality teaching resources, rely on the existing network resources platform of Chinese culture, and use the combination of MOOC, flipped classroom, online teaching and offline counseling to broaden foreign students' understanding of Chinese culture. To help the Chinese culture spread to the whole world.

The GBA University Online Open Course established in 2018. It has 82 member universities, including 7 Hong Kong and Macao universities. The alliance has set up a "one-stop service" curriculum platform, establish a cooperative community across schools to meet different needs, constructed an effective curriculum construction, application and promotion mechanism, promoted various forms of inter-school curriculum sharing, enabled the co-construction, sharing and in-depth application of high-quality curriculum resources, and promoted the online opening of universities in GBA. It has effectively deepened the interaction and cooperation among universities in the three places ^[15].

These resources, which is integrated into the new study mode of combining scientific skills with education in depth under the Internet environment, not only provide foreign students in GBA with learning resource, but also people all over the world can learn Chinese cultural knowledge without the limitation of time and space.

5.2.3 Enriching Campus Practice Activities Innovative talent training mode.

We should fully create a campus culture with strong Chinese cultural characteristics and multi-cultural coexistence and co-prosperity, create a brand of campus cultural activities, infiltrate culture, cultivate people by virtue and serve people. For example, Jinan University, based on its own characteristics of "overseas Chinese" and its mission of running a school, promotes the inheritance and innovation of Chinese excellent culture, constructs a campus cultural system with the core of carrying forward the "Jinan Spirit" and disseminating Chinese excellent traditional culture, and forms a multi-cultural harmony with Chinese culture as the core. Build a "small United Nations" community of destiny. It holds the International Food Festival, Southeast Asia Water Festival, Micro Class Competition, Love Volunteer Service Team, Small Language Translation Agency, Business Chinese and Enterprise Cooperation Project, and organizes students to participate in various cultural activities. Cultural connotation, academic taste and professional integration are used to improve the brand quality of campus culture. These rich and diversified campus activities provide a practical platform for the dissemination, inheritance and promotion of Chinese culture.

5.2.4 Act a part of new media integrated various media resources and strengthen the ability of cultural integration in the GBA.

Development of New Media Technology has provided favorable conditions for strengthening the cultivation of cultural identity of overseas students in GBA, scientifically integrating the respective advantages of traditional and modern media, displaying the history and culture of the three places, displaying the achievements of reform and opening up in the Pearl River Delta of Guangdong Province, and displaying the national strategy and grand blueprint of the Greater Bay Area. For example, museums and art galleries with world-class standards should be attracted to settle down, museums and art galleries with Chinese culture should be displayed to the world, outstanding traditional cultural resources should be displayed, and new media of cultural resources should be blended with future culture to highlight local cultural characteristics in a global perspective ^[16]. In

the process of cultural integration and development in Dawan District, we can also make more use of new technologies to innovate media communication methods, develop new media creative carriers. Speed up the development of cultural industry in GBA.

5.3 Improve the security system: establish a mutually beneficial and win-win coordinated development model

The research suggests establishing a series of institutional guarantees and forming an effective collaborative development model, which is an effective way to promote the cooperation among universities in GBA.

5.3.1 Guarantee of entrepreneurship and employment

There are differences in law, the management system and economy among Guangdong, Hong Kong and Macao. How to effectively use the advantages of resources to establish a sustainable school-running mode is the focus of attention. GBA has a specific demand for talents, so colleges and universities need to basis for enrollment to their own school-running strategies, combined with advantages of discipline, and formulate long-term development plans for foreign students, in order to attract more foreign students. For example, on November 11, 2018, the Guangzhou Municipal Government promulgated the "Pilot Policy Opinions of the Pearl River Delta National Independent Innovation Demonstration Zone (Guangzhou)^[17]" (hereinafter referred to as "Policy Opinions"), which provided convenient entry-exit and residence policy, encouraged and supported foreign students and graduates to innovate and start businesses in Guangzhou. Encourage and support foreign students to innovate and start businesses locally. Foreign students who are employed and start businesses in the pilot free trade zones and demonstration zones, enjoy the equal support policies for scientific and technological innovation and entrepreneurship as their own citizens. In addition, high-level talent awards are given at different levels according to salary levels ^[18]. In the future, more overseas students will choose to work and start businesses in the Bay Area. For different types of talents, colleges and universities should provide necessary guidance and support, and strive to transform the employment and entrepreneurial intentions of foreign students into practical actions. For foreign students of different majors, we should give them more practical opportunities, accumulate relevant experience through training of practical ability, and promote the success rate of entrepreneurship ^[18].

5.3.2 Establishing a Co-construction, Co-management and Co-governance Mechanism Based on Cultural Identity

Construction of demonstration area of international education, the construction of university community and joint education are only the beginning and the foundation ^[19]. From the research report of relevant literature, we can see that in education, negligence and asynchronous development of education of cultural identity, may lead to the deviation of student values and outlook on life, which will be different from the fundamental goal of personnel training and directly affect the quality of personnel training, so in the construction and implementation of education demonstration area. We should also establish and continuous improve the mechanism of co-construction, co-management and co-governance based on cultural identity ^[19].

6. Conclusion

A nation without cohesion is a nation without vitality. The purpose of strengthening Chinese cultural identity is to strengthen the cohesion and centripetal force of young students for the

motherland and the nation, and its essence lies in the reunification of the motherland and the unity of the Chinese nation. In order to move towards Chinese-style modernization, the construction of GBA is main development tasks of our country. We should seize the opportunity of the new era, promote the construction of the GBA, and explore an effective mode of coordinated development among the three places ^[20]. Excellent traditional Chinese culture is a treasure. Under the new historical conditions, we should pay attention to the inclusiveness and nationality of culture and ideology. Therefore, enhancing the Chinese cultural identity of overseas students in China is one of the important measures to enhance the soft power of the country.

Acknowledgement

(1) “Development and Effectiveness Assessment of Higher Education Online Courses in Macao” supported by Specialized Subsidy Scheme for Macao Higher Education Institutions in the Area of Research in Humanities and Social Sciences 2021-2023 (HSS-CITYU-2021-07).

(2) Education and Teaching Research and Reform Project of GBA University Online Open Course Alliance in 2021: Teaching Research and Application of Innovative Thinking Training Integrated with Deep Learning (WGKMII154)&Guangdong-Macao cross-school integration of teaching application in "Principles and methods of teaching design"(WGKMII002).

References

- [1] Guangdong-Hong Kong-Macao Greater Bay Area Development Plan Outline [N]. People's Daily (Version 01), 2019-02-19.
- [2] Number of foreign students in China in 2021 [EB/OL]. [2022-02-16] <https://zhuatlan.zhihu.com/p/468036117>
- [3] Li Dan, Gao Fang. Reflections on Higher Education Serving the Construction of Guangdong-Hong Kong-Macao Greater Bay Area [J]. Learning and exploration, 2019(2).
- [4] Jia Yimin, Zhang Yudong, Zhuang Guotu, Chen Wenshou, You Guolong. Blue Book of Overseas Chinese: Annual Report on Overseas Chinese Study (2021) [M]. 89-92
- [5] <https://baijiahao.baidu.com/s?id=1653436720271401121&wfr=spider&for=pc> on the publication of the Blue Book of Overseas Chinese in 2019.
- [6] Feng Xuehong, Zhang Wenwen. The Status Quo and Prospect of Chinese Cultural Identity Research [J]. Ethnic studies in Guizhou, 2020(03):81-86
- [7] Shen Li, Han Xianzhou. An Analysis of Chinese Cultural Identity Education for Overseas Students in China [J]. Research on higher education in Heilongjiang, 2018, 36(12):136-138.
- [8] Notice of the Ministry of Education on Issuing the Higher Education Quality Standards for International Students in China (Trial) [EB/OL]. (2018-10-09) [2019-11-09]. [Http://www.moe.gov.cn/srcsite/A20/moe_850/201810/t20181012_351302.html](http://www.moe.gov.cn/srcsite/A20/moe_850/201810/t20181012_351302.html).
- [9] Ji Chaofan. An Analysis of Chinese Cultural Identity Education for International Students in China [J]. Forum on Education and Culture, 2020(04):81-85
- [10] Wang Xiaohua. Difference Pluralistic Symbiosis and the Cultural Construction of Guangdong-Hong Kong-Macao Greater Bay Area [J]. Journal of Guangzhou University (Social Science Edition), 2018, 17 (12): 40-46.
- [11] Yang Yuhao. Research on the Current Situation and Development Strategy of Higher Education in Guangdong-Hong Kong-Macao Greater Bay Area Based on Geopolitical Relationship [J]. Educational Guide, 2018 (08):77-81.
- [12] Guo Beibei. A Tentative Study of the Factors Influencing the Change of Cultural Identity of Overseas Chinese [J]. Study on the History of Overseas Chinese, 2018(03):58-63.
- [13] Han Zhen. Characteristics of Cultural Identity of Overseas Chinese in the Era of Globalization [J]. Journal of Yangzhou University (Humanities and Social Sciences Edition), 2009, 13 (01): 25-32.
- [14] Liu Weimin. Hong Kong and Macao Youth Enhance Culture in the New Era Research on the Path and Method of Ethnic and National Identity [J]. The age of think tanks, 2018(47):101-102.
- [15] Guangdong-Hong Kong-Macao Greater Bay Area Universities <https://baijiahao.baidu.com/s?id=1686650623909632460&wfr=spider&for=pc> on Strengthening the Construction of Online Open Course Alliance.
- [16] Tian Huan. Cultural Flow and Cultural Construction in Guangdong-Hong Kong-Macao Greater Bay Area [N]. Chinese Journal of Social Sciences, 2023-01-10 (005)
- [17] Guangzhou Promulgates "First Try" Policy to Encourage Foreign Students to Start Businesses in Guangzhou

[EB/OL]. [2018-02-12]<http://www.gqb.gov.cn/news/2018/0212/44373.shtml>

[18] Li Junpeng. Construction of Guangdong-Hong Kong-Macao Greater Bay Area International Education Demonstration Zone from the Perspective of Cultural Identity New model, new mechanism and new path [J]. *Journal of Higher Education*, 2020(03):1-6+9.

[19] Zhang Xiangyang. Exploration of Methods to Enhance the Cultural Identity of College Students in Guangdong-Hong Kong-Macao Greater Bay Area in the New Era [J]. *Special Zone Economy*, 2020(03):74-76.

[20] Wen Zhaoxia. On Chinese Cultural Identity and the Coordinated Development of Guangdong-Hong Kong-Macao Greater Bay Area [J]. *Quest*, 2019(01):58-63+77.