

# History Implementation and Integration of National Consciousness

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**Abstract:** The research content covers the level at which history teachers implement national awareness in history courses, including course content and structure, teaching methods and strategies, student participation and interaction, assessment and feedback mechanisms, course resources and support, etc. In addition, the level of history teachers' ability to integrate national consciousness into Chinese college students' history courses was also evaluated, focusing on the mastery of historical knowledge, the recognition and acceptance of multiculturalism, the sense of national identity, the perception of the impact of historical events on national consciousness, and the understanding of history. Critical thinking and interpretation of events, understanding of historical lessons on national unity and harmony. These areas lay the foundation for enhancing the national awareness of history teachers, improving the implementation level of history courses, and increasing development efficiency. This study randomly selected 327 history teachers and used a descriptive correlational design and the Statistical Package for Social Sciences (SPSS) for data analysis. The results showed that the majority of the respondents were female (69.7%), and their ages were mainly distributed between 31 to 40 years old (37.9%) and 41 to 50 years old (19.6%). The majority of participants had a bachelor's degree (56.3%), and teachers with 11 to 15 years of teaching experience formed the largest group at 28.7%. Research conclusion: The evaluation of history teachers' national consciousness can help improve the implementation level of history courses. Including course content and structure, teaching methods and strategies, student participation and interaction, assessment and feedback mechanisms, course resources and support, mastery of historical knowledge, awareness and acceptance of multiculturalism, national identity, and the perception of the impact of historical events on the nation Awareness, critical thinking and interpretation of historical events, understanding of history lessons for national unity and harmony. Ultimately, this improves the teaching standards of history teachers and integrates national awareness into the history curriculum.

**Keywords:** History Implementation, Integration Of National Consciousness, History course.

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## 1. Introduction

The development of multicultural societies triggered by globalization, the strengthening of nationalism and national identity, the evolution of international relations, the challenges of social integration and conflict, the increase in global migration, and the significant role of education and media in shaping national consciousness collectively highlighted the necessity of comprehensively understanding and analyzing the role and impact of national consciousness in contemporary society. These phenomena indicated that the research was crucial for addressing the challenges of crosscultural interaction in the context of modern globalization and for promoting international peace and cooperation (Wang, 2023). At that time, the integration of national consciousness into history courses for Chinese university students was a research area deeply intertwined with the broader context of global educational development. As globalization emerged as a dominant force, impacting not just the economic and technological realms but also profoundly influencing education, China, being the world's secondlargest economy, encountered both challenges and opportunities in its heightened interactions with the international community.

Amidst the wave of globalization, the need to cultivate university students with international perspectives and crosscultural communication skills became increasingly vital. History courses, serving as key elements of the educational system, played a pivotal role in shaping the national consciousness of students. The focus of the research was to

enable these courses to better integrate national consciousness, aiming to enhance Chinese university students' understanding and respect for diverse cultures, thereby fostering a sense of global citizenship. Furthermore, the worldwide trend of educational reforms accelerated the progress of this research. International exchanges and collaborations offered valuable insights, guiding China in drawing lessons from global experiences and focusing on enhancing the diversity and internationalization of its history courses. China faced multiple challenges in its endeavor to embed national consciousness into history courses for university students. The traditional approach to history education often prioritized the transmission of historical knowledge, neglecting the cultivation of critical thinking and crosscultural communication skills (Ren,2023) . This led to students' superficial grasp of historical events and national consciousness, leaving them underprepared for the challenges of globalization. The content and structure of Chinese history courses were typically constrained by textbooks, which lacked diverse and international elements, and their uniformity hindered students' appreciation of multiculturalism. The rigid structure did not adequately address diverse student needs. Disparities in educational resources and support across regions and schools resulted in varying quality of history education, with some schools suffering from insufficient faculty and facilities. The lack of innovative teaching methods and strategies rendered history courses traditional and less engaging. Furthermore, the assessment and feedback mechanisms required refinement to more effectively measure student performance and provide

necessary support. The societal environment and public opinions also presented challenges in integrating national consciousness into history courses. Political or societal factors occasionally limited discussions on multiculturalism and critical thinking within the educational sphere (Su, 2023).

Therefore, the research on the integration of national consciousness into history courses for Chinese university students aimed to adapt to the educational needs in the global context, enhance students' global perspectives, and crosscultural competencies, and promote the harmonious development of national identity and acceptance of multiculturalism. This research held significant implications for both Chinese higher education and the international community. Exploring the formation of national consciousness throughout historical development and its central role in nationbuilding and social progress, the study revealed the profound impact of national identity, cultural identification, and ethnic cohesion on socialpolitical structures and international relations. Analyzing the evolution of national consciousness across different historical periods helped deepen the understanding of how these factors shape nations and societies. The research further examined how national consciousness integrates with multicultural values in the context of globalization, and its role in facilitating or hindering international cooperation and peace. This study not only advanced a deeper understanding of history but also provided guidance for current and future policymaking, especially in addressing complex issues of national identity, cultural diversity, and international relations (Li, 2023).

In the era of globalization, China was not only facing the need to strengthen international exchanges and cooperation but also had to address the social reality of multiculturalities and multiple ethnicities. However, the existing history courses were deficient in terms of sparking student interest in history, crosscultural cognition, national identity, and critical thinking. These issues needed indepth exploration and improvement to meet societal demands.

China's challenges in this domain mainly encompassed the rigid traditional mode of history education, a lack of integration of multiculturalism and global perspectives, and insufficient cultivation of national identity and crosscultural literacy. These challenges mirrored the insufficiencies of history courses in enhancing students' mastery of historical knowledge, appreciation and acceptance of multiculturalism, national identity, critical thinking, and understanding the impact of historical events (An, 2023). By studying the improvement and integration of history courses, the aim was to better cultivate Chinese university students' national consciousness, enabling them to have a more comprehensive historical literacy and crosscultural capability to better confront the challenges of the globalization era.

Thus, this research, set against the backdrop of history courses in Jilin province universities, focused on the study of integrating national consciousness into history courses for Chinese university students. It encompassed 327 history teachers from Jilin province universities as research subjects. Among a community of over 300 history teachers, this research adopted random sampling to select 327 inservice teachers as participants.

In recent years, the rapid societal changes in China, coupled with the propulsion of globalization, had sparked significant attention towards the national consciousness of university students. National consciousness was not only an integral part of cultural heritage but also pertained to the unity

of the nation and societal harmony. History courses, being an essential component of university education, were seen as pivotal avenues to mold students' national consciousness.

However, despite the immense potential of history courses in nurturing students' national consciousness, studies had shown that the current historical education system had certain shortcomings. Firstly, some schools and educators excessively emphasized traditional history education, focusing on domestic history while neglecting the education of multiculturalism. This could lead to students having an inadequate understanding of different ethnicities and cultures. Additionally, the homogeneity in textbook content and teaching methods limited the cultivation of students' national consciousness. These issues might impact students' sense of ethnic identity and even exacerbate ethnic tensions in certain areas.

The crux of this educational phenomenon was the apparent insufficiency of history courses in fostering national consciousness among Chinese university students. To begin with, certain schools excessively promoted traditional history education, leaning heavily on domestic history while overlooking the significance of multiculturalism and international perspectives, causing a lack in students' understanding of various ethnicities and cultures. Moreover, the content of textbooks and teaching methods were relatively monotonous, lacking innovation and variety. This failed to stimulate students' keen interest and active participation, preventing history education from effectively sparking students' critical thinking and crosscultural communication abilities. Furthermore, assessment mechanisms skewed towards conventional knowledge testing, neglecting the importance of nurturing students' comprehensive qualities and multicultural perspectives. Collectively, these issues led to a certain degree of inadequacy in the cognition and identification of national consciousness among Chinese university students, necessitating improvements in the educational system.

Consequently, this study sought to explore how to refine history courses to better integrate national consciousness among Chinese university students. Through an indepth exploration of the design of history courses, textbook content, teaching methods, and evaluation mechanisms, we could better comprehend the current educational challenges and propose improvement suggestions to cater to the growing demand for nurturing national consciousness among university students in China. The objective of this research was to offer practical suggestions on how Chinese higher education could better cultivate students' national consciousness, thereby promoting the unity of the nation and the harmonious development of society.

As a history teacher, I had first sensed this issue through my teaching practices and interactions with students. In the classroom, I noticed that students exhibited relatively low interest in multiculturalism and international history, demonstrating insufficient understanding of histories and cultures outside of China. Their historical knowledge and consciousness were primarily centered on domestic history, with limited understanding of international, crosscultural, and multiethnic histories. Additionally, I observed that students' critical thinking and crosscultural communication abilities within history courses required enhancement.

This issue was worthy of investigation because China was in the era of globalization, making the exchange and integration of multiculturalism unprecedentedly crucial.

Cultivating university students with an openminded multicultural perspective and a strong sense of national identity would assist them in better adapting to the requirements of a globalized society, fostering the harmonious development of the nation and society. As history courses were pivotal in cultivating students' national consciousness, they should better address these needs. Therefore, by studying the current state of history courses integrating national consciousness among Chinese university students, I hoped to offer beneficial recommendations to improve the educational system and teaching methods, promoting the holistic development of students in terms of multiculturalism and national identity.

Thus, this study selected the status of integrating national consciousness into history courses for Chinese university students in relevant universities of Jilin province as the research foundation, taking 327 history teachers from related universities in Jilin province as research subjects. Among the over 300 history teachers in Jilin province, this research employed a random sampling method and chose 327 inservice history teachers for study.

## 2. Statement of the Problem

This study aims to explore the integration of national consciousness into history courses for Chinese university students.

Specifically, this study will answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. Gender
  - 1.2. Age
  - 1.3. Educational background
  - 1.4. Teaching experience (in years)
2. What is the level of implementation of national consciousness into the history curriculum by history teachers?
  - 2.1. Course content and structure
  - 2.2. Teaching methods and strategies
  - 2.3. Student participation and interaction
  - 2.4. Assessment and feedback mechanisms
  - 2.5. Course resources and support
3. Is there a significant differences in the evaluation levels of history teachers implementing the history curriculum when considering profile variables as test factors
4. What is the level of history teachers integration of national consciousness into history courses of Chinese university students?
  - 4.1. Mastery level of historical knowledge
  - 4.2. Recognition and acceptance of multiculturalism
  - 4.3. Sense of ethnic identity
  - 4.4. Perception of the impact of historical events on national consciousness
  - 4.5. Critical thinking and interpretation of historical events
  - 4.6. Understanding of the history curriculum on national unity and harmony
5. Is there a significant differences in the level of integrating history courses into the national consciousness of Chinese university students when considering profile variables?
6. Is there a significant correlation between the level of teachers integrating history courses into the national consciousness of Chinese university students and the level of curriculum implementation?
7. What are the challenges and issues in improving teachers' integration of history courses into the national consciousness of Chinese university students?

8. Based on the findings of the study, what innovative measures can be combined to devise a plan to enhance the level at which teachers integrate history courses into the national consciousness of Chinese university students?

## 3. Scope and Delimitation of the Study

This study aimed to evaluate the current status and relationship of teachers integrating history courses into the national consciousness of Chinese university students. It provided an essential reference for enhancing the level of research on teachers incorporating history courses into the national consciousness of Chinese university students.

The study primarily focused on the research status and relationship of teachers incorporating history courses into the national consciousness of Chinese university students. Through literature review, questionnaire surveys, and statistical analysis, the relationship between the level at which teachers integrate history courses into the national consciousness of Chinese university students and the level of course implementation was analyzed.

This research involved 327 history teachers. Data was collected using survey tools and was evaluated using metrics like mean, percentage, independent sample Ttest, and Pearson correlation coefficient. The results of the study were used as a reference for improving the level at which teachers integrate history courses into the national consciousness of Chinese university students, providing guidance for refining the relationship in research on this topic.

## 4. Theoretical Framework

This study is based on three main theories that will guide and inform the research. These theories are Social Identity Theory, Cultural Capital Theory, and Critical Thinking Theory.

**Social Identity Theory:** Social Identity Theory, originally proposed by Henri Tajfel and John Turner in the early 1970s, explores how individuals form their identity based on the social groups they belong to, such as race, ethnicity, cultural groups, religious groups, etc. The core idea is that people tend to categorize themselves as members of a particular group and derive self-esteem from this sense of belonging. Furthermore, to maintain or enhance a positive image of their own group, individuals may exhibit prejudice or discrimination towards other groups. Social Identity Theory provides a framework for understanding how students, through historical education, especially content related to their own ethnicity, form and strengthen their ethnic identity. Understanding this theory helps researchers explore how different teaching methods may influence students' perceptions of their own ethnicity and other ethnicities. For instance, certain teaching methods may reinforce students' positive views of their own ethnicity but may also lead to bias against other ethnic groups. An understanding of Social Identity Theory can guide curriculum designers in creating more inclusive and equitable course content aimed at promoting respect and understanding among students for all ethnic groups, not just strengthening their own ethnic identity.

**Cultural Capital Theory:** Cultural Capital Theory, introduced by French sociologist Pierre Bourdieu, argues that besides economic capital, individuals possess cultural knowledge, skills, education, accents, attitudes, preferences, etc., which are forms of capital in society. This cultural capital can provide advantages in social and professional contexts

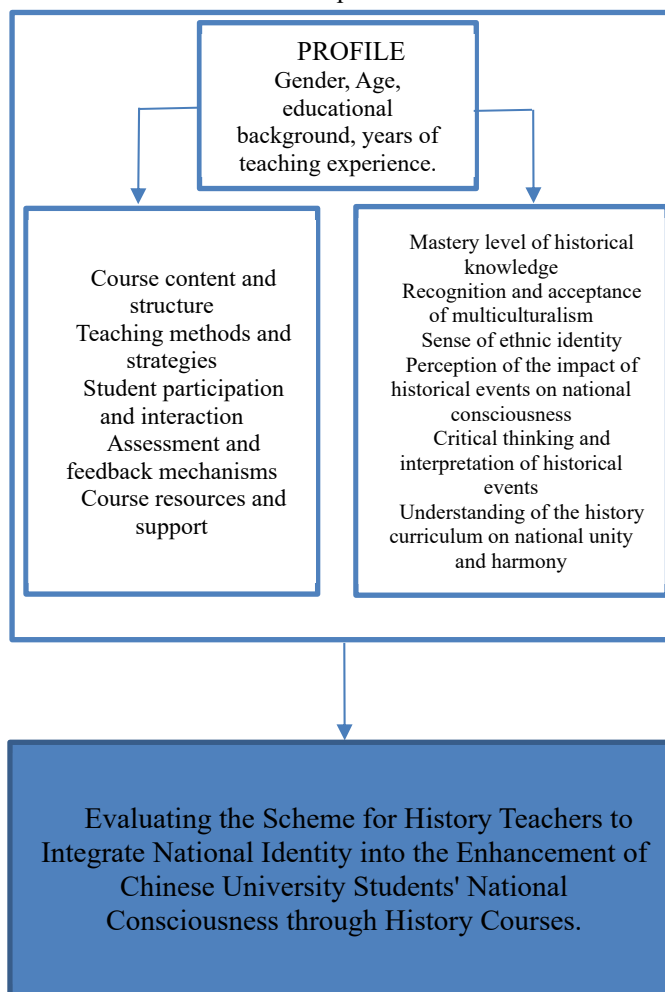
and influence an individual's social status and opportunities. Cultural capital is typically divided into three forms: embodied state (such as knowledge and skills), objectified state (such as books and artworks), and institutionalized state (such as accents and attitudes). Understanding the concept of cultural capital helps us see that historical education is not just about knowledge transfer but also about students accumulating cultural capital. For example, a deep understanding of one's own ethnicity may be seen as a form of cultural capital that provides advantages for students in social, professional, or other areas. Through this theory, researchers can assess what types of cultural capital history curriculum provides to students and the value and impact of this capital in society. Understanding the importance of cultural capital, curriculum designers can focus on cultivating students' multicultural capital, such as teaching the history of different cultures and ethnicities, to ensure students gain a deeper understanding of global multiculturalism.

**Critical Thinking Theory:** Critical thinking refers to the ability to analyze, evaluate, and make judgments or decisions independently and systematically. This mode of thinking encourages people not to accept information blindly but to question, analyze, reflect, and make decisions based on solid

evidence. Critical thinking encompasses various skills, including logical reasoning, evidence assessment, viewpoint differentiation, and bias identification, among others. Through the lens of critical thinking, researchers can investigate how historical education cultivates this type of thinking ability in students, enabling them to independently and deeply analyze and interpret historical events and viewpoints. Understanding critical thinking can help researchers assess whether history curriculum merely provides facts and information or genuinely encourages students to engage in indepth analysis, discussion, and criticism. Recognizing the importance of critical thinking, curriculum designers can place greater emphasis on fostering this skill, such as through case studies, group discussions, debates, and other teaching methods. Critical thinking enables students to understand and evaluate historical events more comprehensively from multiple perspectives and viewpoints, leading to a more balanced and profound ethnic identity.

In summary, these three theories provide a theoretical background and framework for this research, assisting researchers in exploring and deciphering the research data more deeply.

**Table 1. Conceptual framework**



The core focus of the research was to understand the current status and relationship of history teachers integrating history courses into Chinese university students' national consciousness. Firstly, an examination was conducted on input factors such as the profiles influencing teacher participants and the assessment of the current status of history teachers' efforts to enhance Chinese university students' national consciousness through history courses.

Subsequently, differences in the profiles of history teacher participants were investigated through a questionnaire survey, and differential and correlational analyses were conducted using SPSS software.

## 5. Hypotheses

Ho1: There is no significant difference in the assessment on the level of integration of history courses into Chinese university students' national consciousness when profile variables is taken as test factors?

Ho2: There is no significant in the assessment of the level of implementation of history courses when respondents are grouped according to profile variables?

Ho3: There was no significant relationship between the level of history teachers integrating history courses into Chinese university students' national consciousness and the level of course implementation?

## 6. Methodology

### 6.1. Research Design

This study employed a descriptive quantitative research approach. Specifically, it utilized a descriptive comparative correlational research design, which was deemed appropriate as it pertained to assessing the current status of history teachers' integration of history curriculum into the ethnic awareness levels of Chinese university students. The study aimed to evaluate the specific conditions relating to the relationship between history teachers' integration of history curriculum into Chinese university students' ethnic awareness and the degree of curriculum implementation. The evaluation results would serve as a reference for action plans. The survey method was employed, utilizing a modified questionnaire as the tool for collecting participant information.

The descriptive design was considered the most suitable for this study since, compared to other survey methods, it is the most comprehensive and inclusive tool. In the context of this study, researchers aimed to describe the current status of history teachers' integration of history curriculum into the ethnic awareness of Chinese university students. This was done to provide guidance for history teachers in

integrating history curriculum into Chinese university students' ethnic awareness. Additionally, the study sought to understand the influencing factors and implementation conditions affecting history teachers' integration of history curriculum into the ethnic awareness of Chinese university students. The findings would offer guidance and insights to enhance the current status of history teachers' integration of history curriculum into the ethnic awareness of Chinese university students in China.

### 6.2. Research Participants

This research involved 327 history teachers selected purposively from relevant universities in Jilin province as participants. The selected history teacher participants in this

study were inservice history teachers from the chosen universities in Jilin province. These inservice history teachers had been engaged in regular history course instruction at their respective universities for at least one semester.

The survey targeted inservice history teachers from the universities in Jilin province, who had been involved in history course instruction for at least one semester. This research was conducted in a Chinese language questionnaire survey environment. After data collection, it was organized and then translated into English.

**Table 2.** Participant Frequency and Respective Percentages

	Frequency
History teacher	327
Total	327

### 6.3. Data Gathering Procedure

The research team sought the President's approval to collect the necessary data for this study. With the President's approval, the researchers collaborated with history teachers at relevant universities in Jilin province. The researchers used the Wenjuanxing website to administer questionnaires to history teacher participants. Statistical methods such as descriptive statistics, independent sample ttests, oneway analysis of variance, and Pearson correlation coefficient were used to organize, analyze, and interpret the participants' responses.

Statistical Treatment of the Data:

The results of the survey questionnaire were reviewed and analyzed. The averages should show the following descriptions:

Quantitative data were statistically analyzed and processed using the following statistical tools:

In the aforementioned study, statistical description, independent sample ttests, oneway analysis of variance, and Pearson correlation coefficients were typically used to represent and execute the following specific methods and statistical tools:

Descriptive statistics:

Descriptive statistics involve summarizing and expressing the collected data using descriptive statistical measures such as mean, standard deviation, percentiles, etc. This can be achieved using basic statistical functions in software tools such as Excel or SPSS.

Independent sample ttests:

This method is used to analyze differences between variables among different genders, and it can be performed using specialized statistical software like SPSS.

Oneway analysis of variance:

Primarily used to analyze differences among three or more factors, similarly, it can be implemented using the corresponding function in SPSS.

Pearson correlation coefficient:

Typically used to analyze the correlation between two or more factors. This analysis is often computed using SPSS or specialized statistical analysis software, represented by "r" and "pvalue."

## 7. Results and Analysis

This chapter presents the results, analysis and interpretation of the following data: profiles of respondents, such as their gender, age, Educational background, Teaching experience (in years) and the level of implementation of national

consciousness into the history curriculum by history teachers, the the level of history teachers integration of national consciousness into history courses of Chinese university students and relationship of two factors

1. the profile of the respondents in terms of:

**Table 3.** The profile of participants

Profile		frequency	percentage
Gender	male	99	30.3
	female	228	69.7
	Total	327	327.0
Age	Below 30 years old	79	24.2
	3140 years old	124	37.9
	4150 years old	64	19.6
	Above 50 years old	60	18.3
	Total	327	327.0
Educational background	Bachelor's degree	184	56.3
	Master's degree	101	30.9
	Ph.D	42	12.8
	Total	327	327.0
Teaching experience (in years)	Less than 5 years	82	25.1
	510 years	83	25.4
	1115 years	94	28.7
	More than 15 years	68	20.8
	Total	327	327.0

Table 3 shows the frequency and percentage distributions

of participants grouped by The profile. The data indicates that among the 327 participants in the survey, males account for 30.3%, while females make up 69.7%. This suggests a significantly higher proportion of females in this group. The age distribution of the surveyed individuals is primarily concentrated between 31 and 40 years old (37.9%) and 41 to 50 years old (19.6%), constituting the two largest percentages. The age group of 60 and above has a lower representation, accounting for only 18.3%. This reflects a concentration of the surveyed population within specific age ranges. Regarding educational qualifications, individuals with a bachelor's degree constitute the largest group at 56.3%, followed by those with a master's degree at 30.9%. The proportion of individuals with a doctoral degree is relatively lower at 12.8%. This indicates that the majority of respondents hold bachelor's and master's degrees. In terms of teaching experience, the majority falls within the 5 to 15 years range, with teachers having 11 to 15 years of experience being the most numerous at 28.7%. In contrast, those with less than 5 years and more than 15 years of experience have relatively lower proportions, at 25.1% and 20.8%, respectively. This suggests that a portion of the surveyed teachers is in the mid-range of teaching experience.

In summary, the survey sample has a higher representation of females, with the age group mainly concentrated between 31 and 50 years old. The majority holds bachelor's and master's degrees, and teaching experience is predominantly distributed within the 5 to 15 years range. Further analysis can provide a detailed exploration of the highest and lowest scores within each subgroup to gain a more comprehensive understanding of the data distribution.

2. The Level of Implementation of National Consciousness Into The History Curriculum By History Teachers  
(1) Course content and structure

**Table 4.** Assessment on Course content and structure

	Mean	SD	Descriptive	Rank
1. The course content covers major historical events and themes.	1.81	0.85	Disagree	10
2. The course structure helps me understand the timeline and development of history systematically.	1.86	0.87	Disagree	9
3. The connections and flow between different historical topics are clearly presented in the course.	1.91	0.95	Disagree	1.5
4. The course provides sufficient background knowledge to aid my understanding of complex historical events.	1.90	0.95	Disagree	1.5
5. The course content reflects various historical perspectives and interpretations, rather than a single narrative.	1.83	0.89	Disagree	7.5
The course content establishes clear connections with reallife and current events.	1.88	0.91	Disagree	5
7. The course encourages indepth research and exploration, not just surfacelevel understanding.	1.86	0.94	Disagree	3
8. The course provides me with ample resources and reference materials to support my learning.	1.91	0.89	Disagree	7.5
9. The course content is regularly updated to reflect the latest research and discoveries.	1.91	0.91	Disagree	5
10. Both the course structure and content encourage me to think critically and analyze.	1.87	0.91	Disagree	5
OVERALL	1.87	0.74	Disagree	/

Legend: 3.254.00 Strongly Agree                      2.503.24 Agree  
1.752.49 Disagree                      1.001.74 Strongly Disagree

Table 4 had presented the The Level of Implementation of National Consciousness Into The History Curriculum By History Teachers in terms of Course content and structure. Through the analysis of the overall average scores for various evaluation indicators, it can be observed that the course received relatively high overall evaluations. The average score is 1.87, with a standard deviation of 0.74, indicating a

relatively small difference in overall evaluations. Students' perceptions of this course are relatively consistent. Specifically, the highest-scoring item is "The course content provides me with ample resources and reference materials to support my learning," with a score of 1.91, indicating a high level of satisfaction with the learning resources and reference materials provided by the course. The lowest-scoring item is "The

course content covers major historical events and themes," with a score of 1.81. Although relatively lower, it still falls within the overall evaluation range. This implies that students have a slightly lower satisfaction with the coverage of historical events and themes in the course, but overall, they express relatively positive evaluations of the systematic, depth, and diversity of the course content. At the same time, with the characteristic of a small comprehensive standard deviation, it can be considered that students' perceptions of this course tend to be consistent overall, and the course design is relatively stable. This provides some guidance for educators to further focus on the coverage of historical events and themes to improve overall satisfaction.

In their research, Xu, S., & Jiang, W. (2023) pointed out that these results reflect the outstanding performance of the course in providing resources and reference materials, making students satisfied. This is attributed to the educators' emphasis on extensive resource integration in course design to support students' learning needs. However, the relatively lower scores for certain items indicate that the course's coverage of

historical events and themes is not comprehensive or in-depth enough. This stems from the choice of teaching content or delivery methods and requires further scrutiny and adjustment to ensure that more comprehensive and in-depth historical content can better meet students' learning expectations.

In their study, Yu, W., & Wu, L. (2023) indicated that the high scores are attributed to the course design's emphasis on providing abundant learning resources and promoting students to think deeply and engage in independent research. This reflects the success of educators in teaching methods and their attention to diversity and practical applications, encouraging students to actively participate in learning. However, lower scores stem from insufficient coverage of topics and events or educators' failure to effectively convey important content. A review and adjustment of course content are needed to ensure comprehensive coverage of key aspects of the historical field, enhancing students' understanding of core concepts and satisfaction.

## (2) Teaching methods and strategies

**Table 5.** Assessment on Teaching methods and strategies

	Mean	SD	Descriptive	Rank
1. Various teaching methods are employed by the teacher to explain complex historical concepts.	2.06	0.99	Disagree	8
2. Classroom discussions are a common teaching strategy, encouraging active student participation.	2.12	1.02	Disagree	4
3. Examples and case studies are frequently used by the teacher to make historical content more vivid and relevant.	2.13	1.05	Disagree	1.5
4. Interactive learning, such as group projects and roleplaying, is encouraged in the course.	2.08	1.00	Disagree	7
5. The teacher provides students with a variety of resources, such as videos, images, and primary documents, to support teaching.	2.08	1.03	Disagree	3
6. The course utilizes technology and digital tools, such as online databases and simulation software, to enhance the learning experience.	2.02	1.05	Disagree	1.5
Students are provided ample opportunities to ask questions, explore, and express their viewpoints.	2.13	1.01	Disagree	5.5
8. The course encourages students to interpret historical events from multiple perspectives and backgrounds.	2.09	1.00	Disagree	7
9. The teacher regularly adjusts teaching strategies to meet the diverse learning needs of students.	2.05	1.00	Disagree	7
10. Real historical events are frequently used by the teacher to assess students' understanding and application abilities.	2.05	1.01	Disagree	5.5
OVERALL	2.08	0.86	Disagree	/

Legend: 3.254.00 Strongly Agree

2.503.24 Agree

1.752.49 Disagree

1.001.74 Strongly Disagree

Table 5 had presented the The Level of Implementation of National Consciousness Into The History Curriculum By History Teachers in terms of Teaching methods and strategies. The overall average score is 2.08, with a standard deviation of 0.86, indicating that students generally hold a relatively consistent moderate satisfaction with the teaching methods of this course. The highest-scoring item is "Classroom discussions are a common teaching strategy, encouraging active student participation" (scored at 2.12), demonstrating that students are relatively satisfied with teaching strategies involving classroom discussions and active participation. However, the relatively lower-scoring item is "The course utilizes technology and digital tools to enhance the learning experience" (scored at 2.02), indicating lower satisfaction among students regarding the use of digital tools and

technology in the course. This suggests that students have a certain level of satisfaction with the teaching methods of the course, especially in strategies that encourage student participation in discussions. However, there seems to be a need for more attention and improvement in the application of digital tools and technology to enhance the overall learning experience for students. This result suggests that educators should further integrate innovative technological means to better support the explanation of historical concepts and facilitate students' deep learning.

In their study, Ding, L., & Shang, S. (2023) pointed out that high scores reflect the success of educators in adopting diverse teaching methods, particularly through common strategies such as classroom discussions and case analyses, encouraging active student participation. This indicates that

educators prioritize interaction and student engagement, thereby increasing students' sense of involvement and satisfaction with the course.

Di, H. X. (2023) in their research noted that the relatively lower scores are attributed to the inadequacy of the course in utilizing technology and digital tools. This reflects that there is room for improvement in integrating the course into a

digital learning environment, requiring more training and resources to effectively leverage technology to enhance the learning experience. Therefore, improving digital teaching methods and increasing the application of relevant technological resources can contribute to enhancing students' overall satisfaction with the teaching methods of the course.

(3) Student participation and interaction

**Table 6.** Assessment on Student Participation and Interaction

	Mean	SD	Descriptive	Rank
1. In the classroom, students often actively participate in discussions and Q&A sessions.	2.11	1.01	Disagree	6
2. The teacher encourages and provides opportunities for students to share their viewpoints and interpretations.	2.03	1.01	Disagree	6
3. Group discussions among students are frequent, allowing them to share and compare their understandings.	2.05	1.01	Disagree	6
4. I feel that my classmates are highly engaged and engage in indepth discussions of course content.	2.03	1.02	Disagree	3
5. Classroom activities and interactions often encourage me to participate actively and think critically.	2.08	1.01	Disagree	6
6. Students have opportunities to showcase their understanding and creativity through projects and presentations.	1.98	0.98	Disagree	10
7. The teacher frequently uses openended questions to encourage deep thinking and discussions.	2.11	1.05	Disagree	1.5
8. In the classroom, students' questions and doubts are always given ample attention and addressed.	2.02	0.99	Disagree	9
9. Students are often encouraged to question or provide feedback on their peers' viewpoints.	2.06	1.05	Disagree	1.5
10. The teacher creates a safe environment for students to freely express their viewpoints and questions.	2.05	1.01	Disagree	6
OVERALL	2.05	0.86	Disagree	/

Legend: 3.254.00 Strongly Agree                      2.503.24 Agree  
 1.752.49 Disagree                                      1.001.74 Strongly Disagree

Table 6 had presented the the level of implementation of national consciousness into the history curriculum by history teachers in terms of student participation and interaction. The overall average score is 2.05, with a standard deviation of 0.86, indicating that students' overall perception of classroom participation is at a moderate level. The highest-scoring item is "In the classroom, students often actively participate in discussions and Q&A sessions" (scored at 2.11), showing that students have a high

level of active participation in classroom discussions and question-and-answer sessions. In contrast, the lower-scoring item is "Students have opportunities to showcase their understanding and creativity through projects and presentations" (scored at 1.98), indicating that students are relatively less satisfied with the opportunities to showcase their understanding and creativity through projects and presentations. This suggests that students generally feel encouraged to discuss and actively participate in the classroom, but there is room for improvement in providing opportunities for showcasing understanding and creativity. To enhance overall engagement, educators may consider increasing opportunities for student projects and presentations to facilitate more comprehensive student participation and expression. This would also contribute to improving students' learning experience and interactivity in the classroom.

In their research, Ai, X., Duan, Y., & Niu, C. (2023) pointed out that educators have achieved relatively good results in encouraging student participation. Firstly, high-scoring items, including active participation in discussions and Q&A sessions in the classroom, and the frequent use of open-ended questions by teachers to prompt deep thinking and discussion, indicate that the classroom atmosphere emphasizes encouraging students to ask questions and share viewpoints, providing opportunities for student participation.

Xiang, M., & Jiang, J. (2023) in their study noted that the low score for the item

"Students have opportunities to showcase their understanding and creativity through projects and presentations" reflects a deficiency in providing opportunities for showcasing understanding and creativity. This is attributed to educators paying relatively less attention to designing course projects and presentations, leading to students feeling insufficient opportunities to showcase their understanding and creativity. To enhance overall participation, educators can increase opportunities for projects and presentations, ensuring that students have more platforms for showcasing and sharing, thereby encouraging more comprehensive participation and learning interaction.

(4) Assessment and feedback mechanisms

**Table 7.** Assessment on Assessment and Feedback Mechanisms

	Mean	SD	Descriptive	Rank
1. The course provides various assessment methods, such as written exams, oral presentations, and project research.	2.03	1.01	Disagree	3.5
2. I frequently receive timely and constructive feedback that helps me gauge my learning progress.	2.06	1.03	Disagree	2
3. Assessment criteria are clear, allowing me to know how to better meet expectations.	2.06	0.97	Disagree	9.5
4. The feedback provided by the teacher on my work is both specific and helpful.	2.09	0.98	Disagree	8
5. Course assessments focus on my indepth understanding and application of historical knowledge, rather than mere memorization.	2.08	1.01	Disagree	3.5
6. The course provides opportunities for selfassessment and reflection for students.	2.07	0.99	Disagree	6.5
7. The teacher regularly conducts both formal and informal assessments to track students' learning progress.	2.05	0.99	Disagree	6.5
8. Assessment methods are closely aligned with course objectives and content.	1.99	0.97	Disagree	9.5
9. I feel that the assessment methods are fair, objective, and reflect my true learning achievements.	2.05	1.00	Disagree	5
10. The assessment and feedback mechanisms encourage me to continue learning and improving.	2.05	1.04	Disagree	1
OVERALL	2.05	0.84	Disagree	/

Legend:3.254.00 Strongly Agree 2.503.24Agree  
1.752.49 Disagree 1.001.74Strongly Disagree

Table 7 had presented the the level of implementation of national consciousness into the history curriculum by history teachers in terms of assessment and feedback mechanisms. The overall average score is 2.05, with a standard deviation of 0.84, indicating that students' overall perception of the course assessment methods is at a moderate level. The highest-scoring item is "The feedback provided by the teacher on my work is both specific and helpful" (scored at 2.09), indicating that students are relatively satisfied with the specific and helpful feedback provided by the teacher. The lower-scoring item is "Assessment methods are closely aligned with course objectives and content" (scored at 1.99),

indicating that students are relatively dissatisfied with the alignment of assessment methods with course objectives and content. This suggests that students are generally satisfied with the course assessment methods, especially in terms of the specific and helpful feedback provided by the teacher. However, the alignment of assessment methods with course objectives and content requires more attention and improvement to ensure that assessments comprehensively reflect students' understanding and application of core course concepts. This result provides educators with direction for improving assessment methods to enhance students' learning experience and effectiveness.

**Table 8.** Assessment on Course Resources and Support

	Mean	SD	Descriptive	Rank
1. The course provides a wealth of teaching resources, such as textbooks, reading materials, and online resources.	1.86	0.96	Disagree	4.5
2. The teacher frequently references materials from various sources to enhance the depth and breadth of course content.	1.89	0.95	Disagree	7
3. The course provides students with appropriate technology and tools to support their learning.	1.94	0.96	Disagree	4.5
4. When I encounter learning difficulties, there are always additional materials and resources available for reference.	1.95	0.93	Disagree	8.5
6.The teacher frequently provides extra readings and research materials to meet diverse student learning needs.	1.98	0.97	Disagree	2
6. All resources used in the course are uptodate and reflect the latest developments in the field of history.	1.89	0.93	Disagree	8.5
7. In addition to standard textbooks, the course offers a variety of learning materials.	1.94	0.96	Disagree	4.5
8. The course provides ample opportunities for practical and field learning, such as field trips and cultural experiences.	1.92	0.92	Disagree	10
9. Students can easily access and use all provided learning resources.	1.91	0.96	Disagree	4.5
10. The teacher and school offer necessary technical support and training to help students use various learning tools.	1.92	0.99	Disagree	1
OVERALL	1.92	0.81	Disagree	/

Legend:3.254.00 Strongly Agree 2.503.24Agree  
1.752.49 Disagree 1.001.74Strongly Disagree

In their study, Zi, H. M., & Pu, L. C. (2023) pointed out that the result reflects effective practices by educators in

providing specific and helpful feedback. Regularly providing clear feedback helps students understand their learning



assessment and feedback mechanisms, as well as course resources and support. This stems from deficiencies in the specific content and structure of incorporating national consciousness and some shortcomings in student interaction, assessment and feedback, and resource support. More training, resource investment, and professional development are needed to assist teachers in better incorporating national consciousness elements, promoting a comprehensive understanding and cognition of national history among students.

Huang, B. Y. (2023) emphasized that to enhance teachers'

integration of national consciousness in various aspects of the curriculum, there is a need to go beyond teaching methods and more deeply focus on curriculum design, student interaction, assessment and feedback mechanisms, etc., to ensure the more comprehensive and organic integration of national consciousness elements, thereby enhancing students' overall understanding of national history.

3 The Significant Differences In The Evaluation Levels Of History Teachers Implementing The History Curriculum When Considering Profile Variables As Test Factors

(1) gender

**Table 10.** Test of Significant Different between the The Evaluation Levels of History Teachers Implementing The History Curriculum When Grouped By gender

	Gender	Mean	F	t	Sig	Interpretation	Decision
Course content and structure	male	1.94	0.75	1.02	0.31	Not Significant	Accept NULL
	female	1.85	0.74				
Teaching methods and strategies	male	2.21	0.88	1.82	0.07	Not Significant	Accept NULL
	female	2.03	0.85				
Student Participation And Interaction	male	2.10	0.86	0.70	0.49	Not Significant	Accept NULL
	female	2.03	0.86				
Assessment and Feedback Mechanisms	male	2.09	0.83	0.54	0.59	Not Significant	Accept NULL
	female	2.04	0.85				
Course Resources And Support	male	1.98	0.80	0.95	0.35	Not Significant	Accept NULL
	female	1.89	0.81				

**Table 11.** Test of Significant Different between the The Evaluation Levels of History Teachers Implementing the History Curriculum When Grouped By Age

		Mean	F	t	Sig	Interpretation	Decision
Course content and structure	Below 30 years old	1.8190	.72838	.587	.624	Not Significant	Accept NULL
	3140 years old	1.8444	.72821				
	4150 years old	1.9641	.76912				
	Above 50 years old	1.9167	.77288				
	Total	1.8749	.74326				
Teaching methods and strategies	Below 30 years old	2.0684	.88890	.085	.968	Not Significant	Accept NULL
	3140 years old	2.0806	.87128				
	4150 years old	2.0578	.85055				
	Above 50 years old	2.1300	.82653				
	Total	2.0823	.85994				
Student Participation And Interaction	Below 30 years old	1.9823	.85286	.400	.753	Not Significant	Accept NULL
	3140 years old	2.0323	.86010				
	4150 years old	2.1125	.84130				
	Above 50 years old	2.1133	.89849				
	Total	2.0508	.85951				
Assessment and Feedback Mechanisms	Below 30 years old	1.8785	.76639	2.225	.085	Not Significant	Accept NULL
	3140 years old	2.1306	.86336				
	4150 years old	1.9813	.78333				
	Above 50 years old	2.1933	.91686				
	Total	2.0520	.84071				
Course Resources And Support	Below 30 years old	1.9165	.85506	.540	.655	Not Significant	Accept NULL
	3140 years old	1.8653	.78129				
	4150 years old	1.9250	.72594				
	Above 50 years old	2.0267	.87486				
	Total	1.9190	.80551				

Table 10 presents the results of t-test analyses, determining the significant differences in evaluation levels of history teachers' implementation of history courses when grouped by gender. The results indicate that, across all factors, the test results are not significant, meaning that no significant

differences were found in these implementation factors based on gender. Therefore, the null hypothesis is accepted, suggesting that gender does not have a significant impact on the evaluation levels of history teachers in implementing history courses.

In their study, Xia, H. H. (2023) pointed out that gender did not lead to significant differences in various aspects of history teachers' implementation of history courses. Teachers' professional training, teaching styles, and educational philosophies more directly influence implementation levels, with gender not being a decisive factor in this regard. Additionally, history teachers prioritize common professional standards in their professional development and teaching methods rather than gender differences.

Song, L. D. (2023) highlighted that these results indicate no significant differences in the evaluation levels of various aspects of history teachers' implementation of history courses based on gender, emphasizing the importance of professional backgrounds and teaching practices in the field of education.

## (2) Age

Table 11 presents the results of the F-test analysis, determining the significant differences in evaluation levels of history teachers' implementation of history courses when grouped by age. The results indicate that, across all factors, the differences among different age groups are consistently non-significant. In other words, whether it's course content and structure, teaching methods and strategies, student participation and interaction, assessment and feedback mechanisms, or course resources and support, age seems to have no significant impact on the implementation levels of history teachers in these aspects.

In their study, Ma, H. L. (2023) pointed out that age is not a primary determinant of teaching practice levels in the field of education. Educators place more emphasis on teaching methods and educational philosophies in their professional development and training, and age is not directly associated with differences in these aspects. Additionally, this also indicates an equal attention to training and development opportunities for teachers of different age groups within the education system, ensuring their professional competence in various aspects.

Li, H. P., & Hao, Z. G. (2023) highlighted that history teachers in different age groups perform similarly in various aspects of implementing history courses, and age does not significantly differentiate their evaluations in these factors. This further emphasizes the inclusive and equal treatment of individual differences among educators in the field of education.

## 8. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1. The study found that the level of integrating national consciousness into history courses by teachers is relatively low, especially in the areas of course integration, such as Course content and structure, Teaching methods and strategies, Student participation and interaction, Assessment and feedback mechanisms, Course resources and support. This hinders students from better enhancing their level of national consciousness.

2. Enhancing students' national consciousness in educational settings helps them recognize their abilities and limitations, appreciate differences among people, cultivate empathy, and accept others. It is particularly crucial for students to understand who they are, why they react the way they do, and provide a direction for self-improvement.

3. Faced with societal diversity, students need guidance to experience and demonstrate a resilient sense of national consciousness, fostering a harmonious societal awareness and

appreciation for the diversity of peers and communities. Therefore, various learning methods are key for students to grasp and understand national consciousness and the reform of history courses. The history curriculum employs a series of courses based on enforcing these skills.

History teachers who integrate national consciousness into Chinese university students' history courses (Mastery level of historical knowledge, Recognition and acceptance of multiculturalism, Sense of ethnic identity, Perception of the impact of historical events on national consciousness, Critical thinking and interpretation of historical events, Understanding of the history curriculum on national unity and harmony) are teachers with a lower level of proficiency. Without applying their curriculum reform determination skills in their work instructions, teachers find it challenging to make informed and responsible decisions.

## 9. RECOMENDATION

Based on the results, the researcher provides the following suggestion:

To address the aforementioned three issues, the following recommendations are proposed to rectify and enhance the quality of history courses:

1. In tackling the issue of course content, it is recommended that teachers delve into how to more specifically integrate history courses into the national consciousness of Chinese university students. This may include a reconsideration of course design, emphasizing the selection of historical events relevant to students' lives and culture, and presenting course content in a more flexible manner. Additionally, encouraging collaboration between teachers and subject experts ensures the reinforcement of students' understanding and identification with their cultural heritage while imparting historical knowledge.

2. For the challenges in teaching methods, it is suggested to adopt diverse teaching strategies to stimulate students' interest and increase engagement. Teachers can experiment with interactive methods such as group discussions, case studies, and simulations to cultivate students' critical thinking and the ability to adopt multiple perspectives. To better cater to the needs of different students, a judicious selection and combination of teaching methods can be made based on students' age, background, and interests.

3. Addressing issues in teaching organization, the emphasis should be on student participation and interaction to facilitate deeper learning. Teachers can design inspiring teaching activities that encourage students to engage in discussions, share viewpoints, and provide practical opportunities, such as field visits and on-site investigations. Additionally, teachers should focus on guiding students to think independently, not just providing answers. Through prompts and feedback, students should be led to independently solve problems, fostering their autonomous learning and critical thinking abilities.

In summary, to enhance the quality of history courses, teachers need to consider factors in teaching content, methods, and organization. Innovative teaching designs, diverse teaching strategies, and an emphasis on student participation and interaction can better achieve the organic integration of history courses with the national consciousness of Chinese university students, thereby improving teaching effectiveness.

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