

Evolution Mechanism, Realistic Pass and Optimization Strategy of National Unity Education —Based on the Case Study of Qingdao T Primary School

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Abstract: *Ethnic unity is the fundamental force and an important driving force for promoting national prosperity and the common prosperity of the people of all ethnic groups. Carrying out ethnic unity education is the only way to implement the concept of forging the sense of community of the Chinese nation. The school is the main position of the development of ethnic unity education. In this paper, taking T Primary School in Shinan District, Qingdao city as an example, on the basis of explaining the connotation evolution of ethnic unity education, analyzes the current status and existing problems of ethnic unity education in the school, and finds the implementation path of promoting the implementation of ethnic unity education in primary schools.*

Keywords: National unity education, Primary school, Implementation path.

1. Introduction

China has a vast land. A splendid culture of more than 5,000 years has given birth to a rich and colorful ethnic culture. Each ethnic group has a unique cultural tradition and values. They merge with each other to form a brilliant Chinese culture. Education on ethnic unity is an important part of promoting the harmonious coexistence and common development of all ethnic groups, a strong guarantee for the great rejuvenation of the Chinese nation, and a prerequisite and foundation for achieving domestic stability and national strength. The Chinese nation has gone through many historical evolution from many divisions to the final unification, and reaching the ultimate unification situation is the supreme value jointly pursued by the Chinese people and the whole nation. In the new era, it is the conscious historical choice of the Chinese nation to strengthen the sense of community of the Chinese nation, and to deepen the education of national unity, we need to cast the sense of community of the Chinese nation as the main line [1]. Studies have pointed out that the importance of ethnic unity education in the cultivation of the community consciousness of the Chinese nation is mainly reflected in promoting ethnic exchanges and integration, maintaining national unity and stability, promoting social harmonious development, and promoting the protection and development of cultural diversity [2].

2. The Connotation of National Unity Education

2.1 The Connotation Evolution of National Unity Education

National unity education is a kind of through the content of national culture connotation, through cultural cognition to build cultural field, shape the subject culture character of a way of education, it through the combination of consciousness and behavior level, make the national cohesion to produce, so as to further promote the common growth and

development of all nationalities [3]. The education of ethnic unity in New China has gone through four stages: initial, tortuous, recovery and development, and all-round development. The education of ethnic unity has played a positive role in consolidating the unity of all ethnic groups [4]. The connotation of ethnic unity education in China is gradually inherited, developed and improved in the renewal of policy guidelines and guiding ideology. In 1987, China officially promulgated the Notice on Paying Attention to the Party's Ethnic Policies and Strengthening the Education of Ethnic Unity in Schools at All levels, which was the first policy document with the education of ethnic unity as the core in the field of education. The promulgation of this policy not only provides guidance for the education of ethnic unity in schools at all levels, but also puts forward new requirements for the development of schools at all levels. The value orientation of national unity education not only reflects the value of the nation as a whole, but also reflects the will of the nation and the common value of the whole society. In 2008, the general office of the Ministry of Education, the general office of state ethnic affairs issued by the school national unity education guidelines (trial) " points out that our country is a multi-ethnic country, strengthen school national unity education work in the new period, is to make the national economic and social sound and rapid development, promote the national unity and prosperity, the inevitable requirement of building a harmonious society [5]. In the process of realizing the Chinese dream, in order to realize the great rejuvenation of the Chinese nation, we must take national unity as the primary task. Ethnic unity refers to the great unity of all ethnic groups with the Han nationality and all ethnic groups. There is a definition of ethnic unity education. Ethnic unity is a basic principle of the Sinicization of Marxism in the national policy theory of ethnic unity. The education of ethnic unity is committed to the education of unity among all ethnic groups and unity within ethnic groups in China. "The thought of national unity education policy is rich in connotation and distinctive, which mainly includes: cultivating socialist core values; forging the sense of community of the Chinese nation; and the communication and integration of various ethnic

groups [6].” In April 2021, to deepen the new era of schools at all levels of national unity progress education work, cast the community consciousness of the Chinese nation, the Ministry of Education formulated the new era deepening school national unity progress education guidelines (hereinafter referred to as the outline), the overall requirements of national unity education, education objectives, main tasks, implementation methods and the learning period of the main learning content are clear rules [7]. among, "Outline" points out: in the low and middle grades to carry out the national flag raising ceremony, the young Pioneers ceremony, Watch the "Chinese nation family photo" and other pictures, These activities can enable students to have a preliminary understanding of the Chinese nation, a multi-ethnic big family, And is a member of the Chinese nation to have a deeper understanding of national pride; In the upper elementary school grade, We should guide students to realize that each ethnic group in the big family of the Chinese nation is a family, It is a kind of blood connection, living together, learning together and working together together, And initially established the concept and consciousness of "national unity and solidarity" [7].

From policy, about the connotation of national unity education in deepening and development, the related school and social work form and content is becoming more and more rich, as early as in 1994, China will Tianjin as a pilot area, organize national unity of primary and secondary schools education activities, then in 1995, Beijing, Shandong, Henan and other places have also become the second batch of pilot areas. The symbol of the deep development of ethnic unity education in primary and secondary schools is the national ethnic unity education experience exchange meeting held in Nanchang, Jiangxi province in 2004, at which the Ministry of Education proposed to launch the decision of ethnic unity education curriculum in primary and secondary schools nationwide. In the stage of compulsory education, it is an important way to cultivate students' awareness of ethnic unity and national feelings to promote ethnic cultural exchanges, inherit the fine tradition of the Chinese nation, and enhance national cohesion and pride. Therefore, we must attach importance to and strengthen the education of national unity in the stage of basic education, so as to cultivate a new generation of young people with more patriotic feelings and consciousness of national unity.

2.2 The Social Function of National Unity Education

"To do the Party's ethnic work well in the new era, we must take the sense of community of the Chinese nation as the main line of the Party's ethnic work." Since the 18th National Congress of the CPC, the CPC Central Committee with Comrade Xi Jinping at its core has made new historic achievements in promoting the cause of ethnic unity by fostering the sense of community of the Chinese nation. To promote the sense of community of the Chinese nation, we must rely on the education of ethnic unity, which is also the lifeline of the people of all ethnic groups in China. At the same time, the social function of ethnic unity education is also reflected in all aspects. At the ideological and cultural level, ethnic unity education is a bridge to promote the integration and communication of ideas and cultures between various ethnic groups. Ethnic unity education can enable the people of

all ethnic groups to have more understanding of the historical traditions, values and cultural characteristics of all ethnic groups, and thus promote cultural understanding and mutual respect. This helps reducing cultural conflicts and contributes to the preservation and development of cultural diversity [8]. At the level of social construction and stability, ethnic unity education is an important guarantee for the great victory of the socialist cause under the leadership of the Communist Party of China. In the context of socialism with Chinese characteristics in the new era, General Secretary Xi Jinping has stressed the importance of education on ethnic unity. To achieve the success of ethnic work, the key lies in promoting ethnic unity, and the most effective means is to win the hearts and minds of the people. The people's hearts are the greatest political force. Only by uniting the strength of all ethnic groups and pooling the consensus and strength of all the people can we ensure the ultimate victory of the cause of socialism [9]. At the educational level, ethnic unity education aims to cultivate good socialist youth who love the Party and the country. At the same time, the education of ethnic unity is also one of the important ways to cultivate unity, firm faith and responsibility for the Party, and consciously maintain the builders and successors of national unity [10].

3. Case Description of Ethnic Unity Education

Qingdao T Primary School, founded in 2001, is a full-time six-year public primary school located in the east of Shinan District, Qingdao. In order to carry forward the spirit of unity of the Chinese nation and establish the national soul of students, the school has established the characteristics of "knowing our nation and loving our China" at the beginning of its establishment, and actively explored and innovated new ways and new measures of ethnic unity education. Since 2012, the national unity education characteristic education made a comprehensive planning, actively excavate the essence of national culture characteristic education, in the bridge between the traditional culture and connotation development, through the development of moral education curriculum and research, school curriculum system, the construction of the national curriculum school-based research, enrich the moral education curriculum, research and development of school curriculum, real national curriculum, make national characteristics into school quality, realize the win-win development of teachers and students, promote the further development of school connotation. Adhering to the school philosophy of "being virtuous and erudite, carrying forward the national spirit", the school actively carries out ethnic unity education activities in line with the law of the physical and mental development of primary school students, fully implements the policy of ethnic unity education, and enhances the students' awareness of ethnic unity. School pay attention to culture casting soul, focusing on patriotism education, national unity education and core literacy, build the integration of low, middle and high grade moral education curriculum, to "national" "national history", "national soul" mission, practice and comprehension, achievement "national integrity" and "modern quality" in the integration of "and beautiful youth". For continue to build "national unity education" characteristics, T primary school was named "national unity progress create demonstration school", Qingdao T primary school features national culture education, with national unity progress create into the gripper, the

national unity propaganda education into each link of the school teaching, help students firmly set up the correct national view, built the rich "T" characteristic of quality education brand, to create "nature and man, mountain let sea" school culture. At the same time, the school strives to highlight the development idea of "one main line, three channels" in its development. The three channels of national unity education are mainly cultural education, curriculum education and activity education.

3.1 Cultural Education

The school attaches great importance to the construction of campus culture, and constantly improves the environmental education space of the school. Every corner of the campus highlights the charm of national unity. For example, the "he" cultural hall, the theme corridor of national unity, the national characteristics of each class, the school national culture exhibition room... each place shows the knowledge of national unity, tells the spirit of national unity. The school creates a painted wall of ethnic customs, painted with the characteristic costumes, dances and ethnic characteristic activities of 56 ethnic groups, presenting the characteristic festivals, etiquette, architectural scenery and food customs of various ethnic groups in a vivid way. In this vibrant campus, Qingdao T Primary School spare no effort to integrate the education of national unity into every inch of the campus.

The school is not only a palace of knowledge, but also a bridge of culture, in which the students are exposed to the edification and inspiration. Every day into the campus, T students are in the thick national picture scroll, in the subtle influence of national unity. In order to deepen the education of ethnic unity, each class has carried out various activities around the theme of "Red Pomegranate School". The students not only designed the class LOGO with ethnic characteristics, but also studied and displayed the knowledge of ethnic minorities, and even organized the publicity activities of "ethnic Gold Guide Guide". These activities greatly enriched the students' learning experience and made them more deeply understand and feel the culture of each ethnic group.

Under the influence of such culture, the students of Qingdao T

Primary School are always immersed in the atmosphere of national unity, and moisten their hearts with the belief of national unity.

3.2 Curriculum Education

"Pomegranate flowers hold tightly, together to build the Chinese dream." Qingdao T Primary School has been thinking about the development of ethnic education characteristics, and has been moving forward. "Compulsory education curriculum plan" clearly put forward: pay attention to the good use of Chinese excellent traditional culture resources and red resources, strengthen practical, experiential, selective, promote students to know hometown, cultivate the sense of Chinese nation community... school-based curriculum based on school running characteristics and goals, play to the advantages of characteristic education teaching resources, service students personalized learning needs with various curriculum forms [11]. Based on this requirement, Qingdao T Primary School takes the development of characteristic teaching materials for ethnic education as the starting point, and relies on school-based textbooks to build a personalized school-based curriculum system for ethnic unity education.

Qingdao T primary school to form a "curriculum development think tank", from the ethnic minority etiquette, festival, clothing, food, architecture, writing the national culture flowers garden school-based teaching material, the teaching material to guide students to understand the characteristics of Chinese ethnic culture knowledge, fill the blank of national unity education materials in Shandong province. On this basis, the school vigorously promote the construction of national unity education curriculum system, practice "thick DE learned, carry forward the spirit" educational philosophy, starting from the Chinese nation community consciousness, build a low, middle and high three grade "three people" curriculum system, through the "national" "national history", "national soul" education, practice and comprehension, deepen the connotation of national unity education. This course not only further promotes the development of ethnic unity education in Qingdao T Primary School, but also reflects the enthusiasm and confidence of primary T in the construction of a curriculum system with ethnic characteristics.

Table 1: Ethnic unity education curriculum system of "Love China, and grow" in Qingdao T Primary School

general objective for:			
Strengthen the education of national unity, forge the sense of community of the Chinese nation, guide students to know the national culture and build harmony; study Chinese history, accumulate confidence; understand international relations, and strengthen ambition. Comprehensively enhance students' spirit consciousness of national unity, and cultivate T students with "national soul China root".			
tactical goals			
	Learn paragraph goal	Curriculum classification	course content
junior grade	Understand that China is a unified multi-ethnic country, the nationalities have close contact and harmonious relationship; familiar with the diverse ethnic festivals and customs culture; can master the school "ethnic ballad", national dance, ethnic handicrafts, do "know my nation, love my China".	National sentiment —— harmony course	This course is divided into three themes: "harmonious ethnic brothers —— interesting to know the nation", "diverse folk festivals —— interesting customs" and "dazzling ethnic customs —— interesting exhibition style", so that students can fully understand the customs and cultures of 56 ethnic groups and various ethnic groups.
Middle grade	To enhance the understanding of the great history and splendid culture jointly created by all ethnic groups; to understand the "history of humiliation" of the motherland, to strengthen the consciousness and responsibility of maintaining national unity and opposing division; to know the "history" of modern China, to feel the construction and development process of new China	National history —— confidence course	This course is divided into three themes: "bright Chinese culture —— tracing ancient history", "turbulent Chinese land —— complaining history of humiliation" and " —— plastic development history of the rising Chinese nation", so that students can know the historical process and landmark events of the Chinese nation, and feel the national spirit.

	under the cooperation of people of all ethnic groups, and to "build the Chinese dream".		
senior class	Understand the rapid development of social economy and brilliant scientific achievements, constantly enhance national confidence and pride; study China's policies, attitudes and behaviors in international affairs, feel the tolerance and responsibility of the Chinese nation on the international stage, and achieve both "national integrity and international vision".	National soul —— ambition course	This course is divided into three themes: "rapid development of social economy —— research for life", "brilliant scientific achievements —— research and practice innovation", "Open and inclusive power bearing —— research for the world", so that students can understand the Chinese ambition and the responsibility of a great country.

3.3 Activity Education

Qingdao T Primary School carries out various forms of ethnic-themed education activities around "cultivating national integrity and cultivating modern quality", and actively excavates the connotation of ethnic unity education through the sections of life education, festival culture, characteristic ceremony and skill training.

In order to create a characteristic carrier of national education activities, T Primary School established the only primary school sheng orchestra in Qingdao in 2017 to realize the inheritance of —— sheng, the oldest musical instrument in China. The school invited the inheritance base of the intangible cultural heritage in 2021. The school carries out ethnic customs hat festival, ethnic entertainment games, ethnic fun games, ethnic small tour guides and class ethnic research activities to enable students to learn ethnic knowledge, experience ethnic culture and inherit ethnic integrity during the game. In addition to carrying out special activities, the school refines the training content of "national spirit experience" and "modern quality cultivation", combines activity education with curriculum education, and jointly promotes the education of national unity. For example, in the activity of "reciting classical classics", the infiltration of national culture through the reading contest, ancient poetry and interesting knowledge level; the art class can integrate art teaching and national tradition, add the martial arts and traditional games, and experience the charm of national traditional sports. In addition, the school is looking for the foothold of national education in the life class, carrying out the "most dazzling national style" hat festival, —— "Qingming Festival" poetry competition, June 1 —— "play" playground and other characteristic activities, to constantly enhance students' awareness of national unity.

The young Pioneers of the school join hands with the ethnic teenagers from Xinjiang and Guizhou, and grow up together under the blue sky. Organize party members and teachers to go to Guizhou Lashandou School to carry out teaching activities to promote the common progress of teaching in the two places. At the same time, a charity sale was held at the school-based persimmon festival, guiding the team members to raise charity money for their distant friends through the charity sale of books and persimmon ornaments made by hand. The young Pioneers hand in hand activity normal long-term, the hearts of the two players closely linked together, to achieve the great national unity.

4. The Current Situation and Existing Problems of Ethnic Unity Education in Qingdao T Primary School

4.1 Current Situation of Ethnic Unity Education in Qingdao T Primary School

1) From "national sentiment" to "national soul", deepen the connotation of national unity education

Qingdao T Primary School has refined the overall goal of ethnic education curriculum to specific objectives, provided more clear teaching direction and guidance for students and teachers, and realized the operability of ethnic unity education. Through the path design of the three-level curriculum system of "national sentiment", "national history" and "national soul", the students can gradually explore the national history on the basis of understanding the national emotion, and finally realize the understanding of the national spirit. Such course design not only conforms to the law of students' cognitive development, but also reflects the humanistic care and social responsibility of education. They will cherish their national culture more, love their motherland more, and more actively devote themselves to the great cause of national rejuvenation. Such an educational path undoubtedly has important guiding significance for cultivating outstanding young people in the new era.

2) From "invite in" to "go out", to broaden the vision of ethnic unity education

Based on the national unity education course, the school strives to introduce more social resources into the campus, to build a high-quality practice base, so that students can enjoy the master style and guidance in the campus. Lv Opera, Jiaodong Dagu, Peking Opera, calligraphy and other national arts came into the classroom, let students face to face with masters, feel the charm of national culture in close range, and have a deeper understanding of the spiritual connotation of national unity. In addition to the ethnic minority studies, the school also organizes students to enter the red research venues such as warships and revolutionary martyrs' memorial hall to study national history, feel the process of the people of all ethnic groups uniting and working hard, establish the sense of community of shared future of the Chinese nation, and inherit the national integrity.

The ethnic unity education in the school has been strongly supported by the parents. The wind of national unity education in Qingdao T Primary School has been blown to the family, forming a joint force between home and school. Parents are willing to study the customs of ethnic minorities together with their children, and visit ethnic minority areas together. By visiting museums of ethnic minorities, and experiencing activities with ethnic minorities, they can establish deep ties, and plant the seeds of ethnic unity in the hearts of children.

3) From "integrating resources" to "creating bases", we will enrich the achievements of ethnic unity education

Qingdao T Primary School has built an all-round ethnic unity education base. The school has defined its long-term vision and mission, takes the sense of community of the Chinese nation as the main line, and promotes cultural, curriculum and activity education. Ethnic unity education covers many fields, such as culture, history, language, ethnic and social sciences, so it requires interdisciplinary cooperation. To this end, Qingdao T Primary School has established teams with different professional backgrounds to promote interdisciplinary exchanges and the development of ethnic culture and education. More manpower and material resources are also being invested in providing teaching materials and educational resources, building subject bases and matching educational facilities. At the same time, the principle of uniform distribution of ethnic educational resources is followed to ensure that different disciplines can obtain appropriate educational resources. In order to further improve the influence of ethnic unity education on students, Qingdao T Primary School has established a three-step strategy of "— strength — force" in terms of base construction. Through the three-step strategy, teachers and students should continuously deepen their learning and understanding of ethnic unity education, so as to ensure that students can continue to receive ethnic unity education in a coordinated atmosphere, and deeply understand the connotation of ethnic unity education in the context of hearing and seeing.

4.2 The Limitations and Challenges of Ethnic Unity Education Revealed by Qingdao T Primary School

As a national demonstration unit of ethnic unity and progress, Qingdao T Primary School attaches great importance to the education of ethnic unity, and has polished, enriched and improved the education system of ethnic unity in the long-term practice, and has made certain achievements. However, in the process of development, the education of ethnic unity in schools also exposes the lack of construction of teachers, the prominent unity of curriculum concept and standards, and the lack of exploration of teaching mode and ability evaluation system.

1) Insufficient construction of the teaching staff

At present, the quality of teachers in ethnic unity education in primary schools is uneven. National unity education is usually by the moral education teachers (moral teachers) or the teacher in charge, however, this kind of teachers usually because there is no system learning professional national unity education knowledge, lead to teaching activities they generally exposed the nature of national unity education curriculum, the content of the surface, the lack of national theory knowledge and classroom education method, a single problem. Therefore, it is often difficult for these teachers to solve the practical problems in teaching in the implementation process of national unified teaching materials, and they show a series of problems, such as the grasp of teaching materials and the improper selection of content. It can be seen that the quantity and quality of teachers for ethnic unity education are difficult to meet the current needs of ethnic unity education is

an important reason for restricting the development of ethnic unity education. In addition, the teachers of ethnic unity education should include all age levels. From a deeper level, the age structure of teachers is an important embodiment of the investment and attention of education in a country or region.

2) The unity of curriculum concept and standards needs to be improved

Under the guidance of the national curriculum policy plan, T Primary School developed the "love China and development", cultural traditions and characteristics, the development status and needs of the students, and combined with the history, culture and current situation of the school itself. However, there are still many problems, such as the inconsistent concept and standard of the curriculum, and the national customs and characteristics involved in the teaching materials can not be well displayed in an appropriate way.

3) The method and system of supervision, inspection, assessment and evaluation still need to be improved

Exploring the assessment and evaluation system of ethnic unity education is an important task to continuously improve and improve the quality of education in the process of carrying out ethnic unity education. The cognitive level of primary school students is still in the development stage, and it is impossible to effectively evaluate the real-time effect of ethnic unity education by the common evaluation forms such as homework and examination. Therefore, it is also an important task to promote the further development of national unity education to explore an evaluation system in line with the physical and mental development characteristics of primary school students. In the face of such a challenge, educators and researchers need to constantly explore and innovate to develop an evaluation system suitable for the cognitive development level of primary school students and can accurately reflect the effect of ethnic unity education.

5. Practical Experience and Optimization Strategy of Ethnic Unity Education in Primary Schools

Qingdao T primary school after six principals, school solid practice "thick thick learned, carry forward the national spirit" of educational philosophy actively explore and innovation of national unity education of new ways, new measures, actively participate in the "red pomegranate school" create, the national education into "five education and" education main responsibility, development of moral education brand curriculum, organize characteristic education activities, intensify "bacon cast soul" education, let teenagers set up "members of the Chinese nation" consciousness. While achieving good results, the practical experience of Qingdao T Primary School in promoting ethnic unity education also has important reference significance for the national primary and secondary schools to develop ethnic unity education and even the whole education field. Through the investigation, collation and analysis of the development process, practical methods and results of ethnic unity education in Qingdao, the following experiences for reference and several optimization strategies according to the challenges of the development of

ethnic unity education are summarized.

5.1 We Will Improve the Teaching Staff for Ethnic Unity Education

In the Video Conference Minutes of the Deployment of Ethnic Unity Education in Primary and Secondary Schools issued by the Ministry of Education and the State Ethnic Affairs Commission, it is proposed that vigorously promoting ethnic unity education in schools and constantly enhancing the cohesion and centripetal force of all ethnic groups are the fundamental guarantee for the final victory of the great cause of socialism with Chinese characteristics. The meeting stressed that national unity education work is an important part of school education work, in the national primary and secondary schools comprehensive, thorough and continue to develop national unity education, not expedient, but a long-term strategic task, and a policy, sensitive work, can only strengthen, cannot weaken, more can't interrupt [12]. How to ensure the effectiveness and long-term play of ethnic unity education, it is necessary to establish and improve the long-term mechanism of teacher team construction of ethnic unity education. A teacher with excellent professional quality can not only well deal with the cultural conflicts and contradictions between different ethnic groups, but also actively participate in the development and implementation of national and school-based curriculum. In the process of improving the teaching staff, it is necessary to analyze the needs of ethnic unity education, and clarify the target group and educational content. This may involve an assessment of the current status of the educational faculty, including their professionalism, awareness level and teaching ability. Furthermore, clear training objectives are set, such as improving the teachers' awareness of national unity, cross-cultural communication ability, and the ability to teach relevant educational courses. At the same time, special training programs can also be designed and implemented, including short-term training, work seminars and other forms, to cultivate the professional skills of the teachers and the concept of ethnic unity education. The training may cover cultural diversity understanding, cross-cultural communication skills, conflict resolution methods, aiming to improve teachers' teaching competence and social responsibility. In practice, the practical effect of this strategy is usually influenced by teacher acceptance and participation, support of school management, and social background and cultural atmosphere.

5.2 We Will Standardize the Curriculum System of Ethnic Unity Education

Under the guidance of the national educational guidelines and policies, schools should deeply study the unified textbooks compiled by the state and carry out the education of ethnic unity in a lively way. At the same time, only limited to the use of national unified teaching materials will inevitably greatly limit the development space of national unity education, and then affect its educational effect. Therefore, the school should also develop the school-based curriculum according to the local economic development, cultural traditions and characteristics, and the development status and needs of the students, and combined with the history, culture and current situation of the school itself. In the process of formulation,

attention should be paid to the top-level design of the course, and the appropriate explanation of some ideas of social concern. At the same time, teachers should also pay attention to the integration of ethnic unity education in other disciplines, so that students can deeply understand the pattern of diversified integration of the Chinese nation, and improve their spirit of national unity and national pride. On the basis of clarifying the core objectives and content points of ethnic unity education, the specific teaching contents of each grade or learning section are determined, including basic concepts, historical background, cultural traditions, important festivals and their meanings, etc. The content should fully reflect the characteristics and contributions of the local ethnic groups, while emphasizing the common historical and cultural identity. School should give full play to the classroom main position and ideological and political theory main channel, according to the school national unity education guidelines (try out) to determine the teaching objectives and tasks, scientific refinement teaching content, xi jinping, general secretary of the important speech spirit education, national theory and policy, marxist "five" "two", the socialist core values, "five identity", "three" cannot ", patriotism education," four speak four love " education, party history learning education, etc [13]. Develop teaching materials and teaching resources that meet the requirements of the curriculum to ensure the accuracy of information and the diversity of teaching methods. Textbooks should be diversified, including written materials, multimedia resources, interactive games and other forms. At the same time, attention should be paid to the integration of local ethnic culture research results and expert opinions to ensure that teaching materials and resources are authoritative and local. It should be noted that designing effective evaluation tools and indicators, regularly evaluating the implementation effect of the course and students' learning results, collecting feedback from students, parents and teachers, and adjusting and optimizing the course content and teaching methods according to the feedback are also key links in continuously standardizing the curriculum system of national unity education. Through the standardized curriculum system, students can fully understand and respect the cultural traditions and social contributions of all ethnic groups, and enhance the sense of national unity and social responsibility. In terms of campus atmosphere, the implementation of the standard curriculum system helps to build strong inclusive, cultural diversity of respected campus atmosphere, reduce the misunderstanding and conflict between nationalities at the same time, the national unity education curriculum system not only within the school, in terms of social influence, also can affect the social from all walks of life of multicultural cognition and acceptance, promote the harmonious development of society.

5.3 Establish and Improve a Scientific Evaluation Index System

National unity education is a long and arduous task, and it must be through the joint efforts and long-term precipitation of each educational part to show its true value. Elementary school age, values, the outlook on life, world outlook has not shaped mature, so need educators hard work, which emphasizes the national unity education education effect need to accumulate over a long period to show the importance of at

the same time, also asked for its education effect and the change of students' attitude and values of timely tracking and evaluation feedback. About national unity education evaluation mechanism, can establish national unity education incentive mechanism, stimulate and mobilize the teachers and students to participate in national unity education enthusiasm, initiative and creativity, the national unity education content into the student management, staff promotion and school department evaluation system, the combination of reward and punishment, the national unity education work outstanding material rewards and spiritual encouragement, to work substandard to punish, spur and promote [14]. At the same time, it is also necessary to establish and improve the evaluation and supervision mechanism of ethnic unity education [15]. This scientific evaluation system should include multiple indicators, such as students' ethnic identity degree, cultural inclusiveness, and ethnic friendly interaction, so as to fully reflect the effect of education work. Secondly, these indicators need specific evaluation methods and evaluation tools, such as questionnaire survey, records of ethnic unity activities, school cultural atmosphere evaluation, etc., to ensure the objectivity and scientificity of the evaluation. Accurate and efficient evaluation system is the key to the sustainable development and excellent results of ethnic unity education in the future. Therefore, in order to establish and improve a scientific evaluation index system of ethnic unity education, it is necessary to clarify the core goal of ethnic unity education, such as promoting the understanding, respect and harmonious coexistence among different ethnic groups. The specific scope of evaluation may include school education, social publicity and education, policy promotion and other levels. Secondly, collect various data on ethnic unity, ethnic culture and ethnic identity from various channels, such as ethnic survey, educational statistics and social feedback, and determine specific indicators suitable for evaluating the effect of ethnic unity education on the basis of the collected data. For example, it can include people's sense of identity with different ethnic groups, the inheritance of ethnic culture, and the social interaction and cooperation among ethnic groups. The scientific evaluation index system of ethnic unity education can evaluate the practical effect of ethnic unity education, help educational institutions and policy makers optimize education content and methods and improve education quality; help strengthen the identity of people and understanding of different ethnic cultures, promote the harmonious interaction among ethnic groups, and the evaluation results can provide the basis for the government to formulate ethnic policies and invest educational resources, and optimize the policy orientation and resource allocation of ethnic unity education.

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