

# Study on College Students' Recognition of the Concept of a Community with a Shared Future for Mankind in the New Era

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## Abstract

As the concept of a community with a shared future for mankind has become an important issue in global governance, it is of great significance to study the recognition of this concept by college students in the new era. This paper explores the recognition of the concept of a community with a shared future for mankind by contemporary college students and its influencing factors through literature review, theoretical analysis and case study. The study found that college students have a high degree of recognition of this concept, which is mainly influenced by educational background, family environment and media communication. In terms of education, the curriculum setting and ideological and political education in higher education have a significant impact on college students' sense of identity; in terms of family, family education and value formation play an important role in college students' global concept; in terms of media, the widespread dissemination of new media has enhanced the awareness and acceptance of this concept among college students. By analyzing the successful cases of domestic and foreign universities in promoting the concept of a community with a shared future for mankind, this paper puts forward specific strategies and suggestions, including strengthening curriculum design and textbook compilation, carrying out rich campus activities and international exchanges, and using new media platforms for extensive publicity. The research conclusions provide valuable references for policymakers, educators and media communicators, aiming to further enhance the recognition of the concept of a community with a shared future for mankind by college students in the new era through multi-party collaborative efforts, and contribute to global governance and sustainable development.

## Keywords

Community with a Shared Future for Mankind; College Students' Identity; Educational Impact; Media Communication.

## 1. Introduction

### 1.1. Research Background

The concept of a community with a shared future for mankind was first proposed by Chinese President Xi Jinping in 2013. It aims to advocate win-win cooperation among countries, jointly address global challenges, and promote a new type of international relations for world peace and development. The concept emphasizes that the people of all countries are closely linked in their common home, the Earth, and should work together to build a world of lasting peace, universal security, common prosperity, openness, inclusiveness, cleanliness and beauty. In recent years, this concept has gradually gained wide recognition in global governance and international relations, becoming an important topic of international organizations such as the United Nations, and has played a positive role in solving global problems such as climate change, counter-terrorism, and public health. By advocating the concept of cooperation and win-win,

the community with a shared future for mankind provides a new governance path for the international community, which has important theoretical and practical significance.

## 1.2. Research Objectives

This study aims to explore the recognition of the concept of a community with a shared future for mankind among college students in the new era. The specific objectives include: first, to understand the current college students' recognition of the concept and analyze its differences in different backgrounds; second, to explore the main factors that affect college students' recognition, such as educational background, family environment, media exposure, etc.; finally, to evaluate the effectiveness of university education and media communication in enhancing college students' recognition of this concept. Through these research objectives, this paper hopes to reveal college students' cognition and attitude towards the concept of a community with a shared future for mankind, provide a comprehensive understanding of their recognition, and provide a basis for future education and publicity work.

## 1.3. Research Significance

This study has important theoretical and practical significance. For policymakers, the research results can provide a scientific basis for formulating educational policies that promote global governance and international cooperation, and promote policies to better adapt to the development needs of the new era. For educators, understanding college students' recognition of the concept of a community with a shared future for mankind will help improve curriculum design and teaching methods in higher education, enhance the effectiveness of ideological and political education, and cultivate outstanding talents with a global vision and sense of responsibility. For social development, enhancing college students' recognition of the concept of a community with a shared future for mankind will help promote the formation of consensus in the whole society, jointly respond to global challenges, and promote world peace and prosperity. Therefore, this study not only helps to deepen and expand the theory, but also provides useful reference and guidance for practical operations.

## 2. Literature Review

### 2.1. Research on a Community with a Shared Future for Mankind

Wang Xinsheng (2016) believes that at present, the actual interests faced by human society are not balanced. Different cultures, different countries, and different systems are all different. However, human beings share one earth, different countries, and a common world. This requires us to seriously think about the way of human survival. However, some countries believe that the concept of a community with a shared future for mankind will cause certain threats. In response to this misunderstanding, Thai scholar Romyen Kosaikanont (2017) pointed out that the essence of the "community with a shared future" is a development mechanism in which China, based on the principle of peaceful development, hopes to share its destiny with the world's people. Guluzian (2017) mainly starts from the actual needs of social development. The concept of a community with a shared future for mankind is not only an effective way to resolve the contradictions between my country's economic development and society, but also an important solution to the crisis of globalization. Cao Yongxin (2018) summarized the three basic elements of a community with a shared future for mankind as: a community of interests based on material, a cultural community driven by spirit, and a political community built by cohesion. Shen Xiangping (2020) believes that the value orientation of the concept of a community with a shared future for mankind can be roughly divided into four categories: the concept of "people-oriented", the concept of "common values", the concept of "shared development", and the concept of "harmonious coexistence". These concepts have been widely used in modern society. Some scholars have also proposed that this concept contains

common human values, which is a "bottom line value" and one of the conditions for building a community with a shared future for mankind.

## **2.2. Research on the Recognition of the Concept of a Community with a Shared Future for Mankind by College Students in the New Era**

A comprehensive review of the current academic discussion on the content of the community of human destiny shows that the discussion is basically centered around ideology, and there is a relative lack of in-depth discussions with college students as the main body. Wang Chunying (2019) believes that discussing the community of human destiny from the ideological level can promote the innovation of research forms and content, maintain integration with international culture, and discuss the theory of the community of human destiny from an international perspective, which will help to achieve the development needs of all mankind and improve the level of discourse and expression. Wang Mingyi (2021) believes that research on the community of human destiny should be based on a global perspective, comprehensively analyze the demand for talents in the development state of the new era, and put forward requirements for the training of college students, strive to cultivate high-end talents with an international perspective and meet the needs of global development, continuously promote global cultural and economic exchanges, and shoulder the historical responsibility of building a community of human destiny.

## **2.3. Literature Review**

In general, the research at home and abroad on the contemporary significance, background, scientific connotation and ideological source of the value identification of a community with a shared future for mankind has been fruitful, laying a good foundation for the development of this project. At the same time, there are some limitations that need to be further studied. At present, there is a relative lack of basic theoretical research on the construction of a community with a shared future for college students, which cannot give full play to the essence of the theory, and the research results formed are relatively scattered. This project combines multidisciplinary theories such as Marxist philosophy, psychology, sociology, and communication, sorts out relevant classical theories, and organically combines the two. It is intended to establish a complete research system as a whole, and establish a basic theoretical research system with a certain logic and structure. It is expected to strengthen basic research and provide innovative theoretical guidance for the research on the concept identification of a community with a shared future for mankind among college students.

## **3. Theoretical Framework of the Research on the Concept of a Community with a Shared Future for Mankind among College Students**

### **3.1. Social Identity Theory**

Social identity theory was proposed by social psychologist Henri Tajfel. It mainly explains how individuals build self-concept and identity through belonging to a group. According to this theory, an individual's self-identity is partly derived from the social group to which he belongs, and his sense of self-worth is enhanced by identifying with the group's values and beliefs. In the process of studying the identification of college students in the new era with the concept of a community with a shared future for mankind, social identity theory can help explain how college students build and strengthen their global citizenship by identifying with this global concept. When college students feel that they are part of the global society and identify with the core values of the concept of a community with a shared future for mankind, such as peace, cooperation and win-win, they will be more inclined to internalize this concept as part of their own values. Through this internalization process, college students not only identify with this concept emotionally, but also support and promote related actions in behavior.

### 3.2. Value Theory

The value theory was proposed by psychologist Milton Rokeach, emphasizing that values are the core part of an individual's belief system and guide their attitudes and behaviors. The theory believes that values are stable and persistent, and play an important regulatory role in an individual's cognition, emotion and behavior. When exploring the relationship between college students' global outlook and the concept of a community with a shared future for mankind, the value theory provides an important analytical framework. College students' global outlook, that is, their views on global issues and international relations, are often influenced by their core values. If college students' values tend to be open, inclusive and cooperative, they are more likely to identify with the concept of a community with a shared future for mankind and believe that countries around the world should face challenges together and achieve win-win development. From the perspective of the value theory, we can have a deeper understanding of why and how college students identify with this concept, and explore how to enhance this identification through value education.

### 3.3. Educational Psychology

Educational psychology studies psychological phenomena and laws in the educational process, with a particular focus on how to promote the all-round development of students through teaching. In the process of studying college students' recognition of the concept of a community with a shared future for mankind, educational psychology provides a valuable perspective, especially in global education and ideological and political education in higher education. Global education aims to cultivate students' global vision and cross-cultural understanding, and help students understand and identify with the concept of a community with a shared future for mankind through curriculum design and teaching activities. Ideological and political education strengthens students' political literacy and social responsibility through systematic theoretical teaching and practical activities, and encourages them to identify with this concept cognitively and emotionally. Through the analysis of educational psychology, we can explore specific strategies and methods in the educational process, such as curriculum setting, teaching methods and evaluation mechanisms, and how to effectively promote college students' recognition of the concept of a community with a shared future for mankind. This not only helps to deepen the theory, but also provides specific guidance for practice.

## 4. Factors Influencing College Students' Identification with the Concept of a Community with a Shared Future for mankind in the New Era

### 4.1. Educational Impact

Education, especially higher education, plays a vital role in shaping college students' recognition of the concept of a community with a shared future for mankind. In terms of curriculum setting, colleges and universities can allow students to systematically learn and understand the theoretical basis and practical significance of the concept of a community with a shared future for mankind by offering relevant courses such as global governance, international relations and sustainable development. These courses not only impart knowledge, but also encourage students to engage in cross-cultural exchanges and discussions on global issues, thereby enhancing their global vision and sense of responsibility. In terms of teaching content, teachers can help students deeply understand the connotation and practical application of the concept of a community with a shared future for mankind through case analysis, interactive discussions and multimedia resources. For example, by analyzing successful cases of global anti-epidemic cooperation, students can see the positive role of this concept in reality. In terms of teaching methods, the use of heuristic teaching, project-based learning and field trips can allow students to experience and understand this concept in

practice and deepen their sense of identity. In short, higher education has effectively promoted college students' recognition of the concept of a community with a shared future for mankind through systematic curriculum setting and rich teaching activities.

#### **4.2. Family Background**

Family background also plays an important role in shaping college students' global perspectives and sense of identity. In terms of family education, parents' values and educational methods directly affect their children's worldview and sense of social responsibility. If parents focus on cultivating their children's global vision and spirit of cooperation in daily life, such as encouraging their children to understand international news, participate in public welfare activities and cross-cultural exchanges, these will enhance their children's recognition of the concept of a community with a shared future for mankind. In terms of family environment, the family's socioeconomic status and cultural background will also affect children's values. Children from middle- and high-income families usually have more opportunities to access international culture and educational resources, which enhances their understanding and attention to global issues. In addition, the quality of interaction and communication between family members also affects children's cognitive development and value formation. If the family atmosphere is open, supportive and equal communication, children are more likely to form an open and inclusive global perspective. Therefore, family background shapes college students' sense of identity with the concept of a community with a shared future for mankind through multiple influences.

#### **4.3. Media Influence**

The media, especially new media, plays an important role in spreading the concept of a community with a shared future for mankind. New media has become an important channel for college students to obtain information and form ideas through its rapid, extensive and highly interactive characteristics. First, new media platforms such as Weibo, WeChat and Douyin enable college students to keep abreast of the latest developments and application examples of the concept of a community with a shared future for mankind by pushing global hot news and international relations dynamics. The rapid spread of this information helps to increase college students' awareness and interest in the concept. Secondly, the discussion and interactive functions on the Internet, such as forums and comment areas, provide college students with a platform to participate in discussions on global issues and express their personal views, enhancing their sense of participation and identification with the concept. In addition, the character stories and success stories in media reports, through vivid and specific narratives, enable college students to more intuitively understand the practical significance and value of the concept of a community with a shared future for mankind, thereby enhancing their emotional resonance and identification. In short, new media have effectively spread and promoted the concept of a community with a shared future for mankind in various ways, affecting college students' cognition and attitudes.

### **5. Research on Strategies to Enhance College Students' Recognition of the Concept of a Community with a Shared Future for Mankind in the New Era**

#### **5.1. Education Policy Recommendations**

In order to promote universities to better integrate the concept of a community with a shared future for mankind into teaching, policymakers can take a number of measures. First, in terms of curriculum design, the Ministry of Education can formulate relevant guidelines to encourage universities to offer compulsory and elective courses related to a community with a shared future for mankind, such as global governance, international relations, and sustainable

development. At the same time, promote the integration of interdisciplinary courses to enhance students' comprehensive understanding of global issues. Second, in terms of textbook compilation, a team of experts can be organized to compile authoritative and forward-looking textbooks, systematically incorporate the concept of a community with a shared future for mankind into teaching content, and combine the latest international cases and data to enhance the practicality and timeliness of textbooks. In addition, policies should also support teacher training, hold seminars and training courses regularly, help teachers update their knowledge system, improve their teaching level and methods, and enable them to impart this concept more effectively. Through these policy measures, the effective integration of the concept of a community with a shared future for mankind in university teaching can be guaranteed at the institutional level, and new-era college students with a global vision and sense of responsibility can be cultivated.

## 5.2. Suggestions for Practical Activities

In addition to classroom teaching, the recognition of college students on the concept of a community with a shared future for mankind can be effectively enhanced through colorful campus activities, social practice and international exchanges. First, in terms of campus activities, schools can regularly hold lectures, seminars and theme exhibitions, and invite international relations experts, diplomats and social activists to share their insights and experiences on global issues and the concept of a community with a shared future for mankind. Secondly, in terms of social practice, students can be organized to participate in practical activities such as volunteer services, environmental protection actions and community building at home and abroad, so that they can understand and identify with this concept through personal experience. For example, participating in international volunteer projects to help education and medical care in poor areas can cultivate students' global responsibility and spirit of cooperation. In addition, in terms of international exchanges, colleges and universities can establish cooperative relations with foreign universities, carry out exchange student programs and joint research projects, and enhance students' cross-cultural communication skills and global vision. Through these practical activities, college students can not only apply the theories they have learned to practice, but also deepen their understanding and recognition of the concept of a community with a shared future for mankind in practice.

## 5.3. Media Communication Strategy

In the new media era, using new media platforms to spread the concept of a community with a shared future for mankind can significantly enhance its influence among college students. First, through social media platforms such as Weibo, WeChat, and Douyin, hot news, policy interpretations, and international dynamics related to a community with a shared future for mankind can be released to attract the attention and discussion of college students. Through various forms such as pictures, short videos, and live broadcasts, the content can be made more vivid and interesting, easy to spread and accept. Secondly, establish a special website or public account, regularly push in-depth analysis and interpretation articles, provide relevant research materials and educational resources, and help college students systematically understand this concept. In addition, the interactive function of new media platforms can be used to carry out online discussions, question-and-answer activities, and theme essay competitions to encourage college students to participate in discussions and express their views, and enhance their sense of participation and identity. At the same time, cooperate with well-known media and opinion leaders to expand the scope and influence of the concept through joint reporting and promotion. Through these new media communication strategies, the awareness and recognition of the concept of a community with a shared future for mankind among college students can be effectively improved, and its wide dissemination and in-depth recognition among young people can be promoted.

## 6. Conclusion

### 6.1. Summary of Research Findings

Through this study, we found that college students in the new era have a high degree of recognition of the concept of a community with a shared future for mankind, which is mainly influenced by factors such as educational background, family environment and media communication. The curriculum setting, teaching content and teaching methods in higher education have significantly enhanced college students' recognition of this concept, especially the introduction of courses such as global governance and international relations. In addition, family education and family environment have also played an important role in shaping college students' global concepts and value systems. The widespread dissemination of new media has further improved college students' awareness and acceptance of this concept, and through rich and colorful content and interactive methods, college students can more intuitively understand and identify with this global concept. Overall, education, family and media have played a key role in college students' recognition of the concept of a community with a shared future for mankind.

### 6.2. Practical Significance

This study has important practical significance and provides valuable references for education policy, social development and global governance. For education policy makers, the research results emphasize the importance of systematically incorporating the concept of a community with a shared future for mankind into higher education, and suggest strengthening curriculum design, textbook compilation and teacher training through policy measures to improve teaching effectiveness and student identity. For social development, enhancing college students' recognition of this concept will help cultivate a young generation with a global vision and sense of responsibility, and lay a solid foundation for the sustainable development of society and international cooperation. In terms of global governance, college students, as the future backbone of society, can promote more cooperation and win-win results among countries in responding to global challenges and promote world peace and prosperity through their recognition and practice of the concept of a community with a shared future for mankind.

### 6.3. Future Research Directions

Although this study revealed several important findings, there are still some areas that need further exploration. Future research can deeply analyze the differences in the recognition of the concept of a community with a shared future for mankind among college students of different types of universities, different majors, and different regions, and explore the specific reasons and mechanisms behind it. In addition, the research sample can be expanded to include more international students and groups with different educational backgrounds to obtain more extensive and comprehensive research results. In view of the specific role of new media in the dissemination of this concept, further research should also focus on the comparison of the effects of different platforms and communication methods in order to optimize communication strategies and improve communication effects. Through these in-depth and expanded studies, we can have a more comprehensive understanding of the process of college students' recognition of the concept of a community with a shared future for mankind, and provide more scientific and effective support for educational practice and policy making.

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