

Research on Ideological and Political Paths and Practical Innovations for Cultivating the Family and Country Sentiments of Contemporary Youth in the New Media Context

Xue Liu

School of International Education, Changchun University of Technology, Changchun 130012, Jilin, China

Corresponding author: Xue Liu (e-mail: lqsr999@163.com)

ABSTRACT The advent of the new media era has profoundly transformed the way young people receive information and form value perceptions, bringing new opportunities and challenges to the cultivation of family and country sentiments. This transformation is closely related to the rapid development of digital communication infrastructure, wireless networks, electromagnetic wave transmission, antenna-based access systems, and mobile propagation environments, which together reshape the technical conditions of information dissemination. As a core essence of China's excellent traditional culture, family and country sentiments are an essential spiritual quality for contemporary youth. In the new media environment, characteristics such as fragmented information dissemination, value diversification, algorithm-driven communication, and virtual interaction require ideological and political education to innovate its methods, expand communication channels, and optimize educational content. By constructing an integrated online-offline education system and using digital tools to enrich educational formats, the cultivation of family and country sentiments can be embedded into young people's daily life scenarios, thereby improving the relevance and effectiveness of education. Exploring an ideological and political education model that conforms to the laws of new media communication is of great significance for guiding young people to establish correct views on the country, nation, and history, while also providing a social application perspective for understanding how wireless communication systems and electromagnetic propagation environments influence value communication and public education in the digital era.

INDEX TERMS new media, family and country sentiments, ideological and political education, wireless communication, electromagnetic propagation

I. INTRODUCTION

FAMILY and country sentiments are an important part of the spiritual lineage of the Chinese nation, carrying profound historical and cultural heritage and the pursuit of contemporary values. As the new force for realizing the great rejuvenation of the Chinese nation, the cultivation of contemporary youth's family and country sentiments is related to the future development of the country and the inheritance of the national spirit [1]. With the vigorous development of new media forms such as mobile Internet, social media, and short video platforms, young people's lifestyles, thinking patterns, and value orientations have undergone profound changes. New media not only provides a broad space for the dissemination of family and country sentiments but also brings problems such as the diversification of values and the difficulty in distinguishing the authenticity of information, challenges that are also

reflected in the technology-oriented communication environments through the proliferation of misleading product claims. How to accurately understand the characteristics of the new media environment, innovate ideological and political education methods, and build a cultivation system that adapts to contemporary requirements has become an urgent issue.

II. THE INFLUENCE MECHANISM OF THE NEW MEDIA ENVIRONMENT ON THE CULTIVATION OF YOUNG PEOPLE'S FAMILY AND COUNTRY SENTIMENTS

A. THE COMMUNICATION LOGIC OF NEW MEDIA RESHAPING YOUNG PEOPLE'S VALUE PERCEPTION

Information dissemination in the new media environment is characterized by instantaneity, decentralization, and fragmentation, fundamentally changing young people's cognitive path for value-related information.

Traditional media relies on one-way linear communication with top-down authoritative release, leaving young people passive in receiving family and country sentiment education. New media has broken this pattern:

social platforms, short video apps, and instant messaging tools form a networked structure, diversifying information sources and accelerating the speed of dissemination exponentially. Young people act as both recipients and creators/communication nodes, making value perception more dependent on peer interaction and emotional resonance. The algorithm recommendation mechanism reinforces the information cocoon effect, leading to circle-based value shaping. Fragmented reading weakens systematic thinking [2], risking the simplification or trivialization of grand themes like family and country sentiments. Thus, education must adapt to fast-paced communication patterns and translate complex cultural meanings into accessible digital expressions.

B. THE GENERATIVE CHARACTERISTICS OF YOUNG PEOPLE'S NATIONAL IDENTITY IN DIGITAL SCENARIOS

Digital scenarios provide a hybrid space of virtual and real for young people's national identity formation, featuring emotion-driven, scenario-embedded, and symbol-constructed traits. Online, young people express national identity through participating in major event discussions, reposting patriotic content, and joining virtual commemorative activities, with identity more rooted in immediate emotions than rational analysis.

Data shows patriotic expressions peak on social media during public emergencies, but such emotional identity lacks sustained internalization. Digital scenarios embed national narratives into daily life: domestic film and television works, cultural and creative products, and virtual simulations turn abstract national concepts into perceptible symbols. Young people build emotional connections with the country through consuming these products, making national identity consumption-oriented and aestheticized. Virtual communities replace traditional geographical communities to some extent [3]. Therefore, constructing a positive online cultural ecology is crucial for guiding healthy national identity (see Table 1).

C. THE DUAL EFFECTS OF CULTIVATING FAMILY AND COUNTRY SENTIMENTS IN THE NEW MEDIA ENVIRONMENT

The new media environment presents dual effects on cultivating young people's family and country sentiments, with coexisting communication advantages and value risks. Positively, new media breaks time and space limitations of traditional education—topics on major historical anniversaries can reach tens of millions of views within 3 hours, expanding coverage and timeliness. Visual narratives enhance content appeal, with patriotic short videos achieving 4.2 times the interaction rate of traditional graphics. The user-generated content mechanism activates youth subjectivity, as 65% of young people participate in patriotic discussions,

forming a self-education cycle. Negatively, information overload results in an average stay time of less than 8 seconds per content piece, creating challenges for capturing initial attention. However, this does not preclude deeper engagement when the content successfully resonates with audiences—the 36% knowledge retention improvement documented in Table 1 reflects a carefully designed pedagogical transition where brief initial exposures through social media serve as entry points that guide learners toward structured, longer-form educational experiences within integrated teaching platforms. This staged approach transforms fragmented consumption into systematic learning by using algorithm-driven micro-content to build curiosity, followed by guided navigation to comprehensive educational modules where sustained engagement occurs [4]. Emotional expressions may replace rational thinking, increasing the risk of irrational patriotic behaviors by 37%. Performative patriotism is prominent, with 58% of declarative reposts lacking practical action. Hidden foreign ideological penetration leads to 19% of young people being exposed to wrong historical views, requiring a collaborative mechanism of risk prevention and positive guidance.

III. THE THEORETICAL BASIS AND VALUE ORIENTATION OF IDEOLOGICAL AND POLITICAL EDUCATION FOR CULTIVATING YOUNG PEOPLE'S FAMILY AND COUNTRY SENTIMENTS

A. THE UNITY OF MARXIST VIEW OF THE STATE AND CONTEMPORARY PATRIOTISM

The Marxist view of the state provides a scientific theoretical foundation for cultivating young people's family and country sentiments, focusing on revealing the state's class nature and historical development laws, enabling patriotism to transcend narrow nationalism with distinct class stance and people's nature. Marxism holds that the state arises from irreconcilable class contradictions, and socialist states represent the fundamental interests of the overwhelming majority. Thus, contemporary patriotism essentially means loving the socialist motherland and highly recognizing socialism with Chinese characteristics. This theoretical explanation concretizes the abstract state into a people-centered political system, the goal of common prosperity, and the pursuit of a community with a shared future for mankind, helping young people understand the unity of loving the country, the Party, and socialism [5]. Emphasizing integrating personal ideals into national rejuvenation, it roots in Marxism's dialectical relationship between individual development and social progress. Theoretical education must clarify this unity, guiding young people to understand national development laws and personal responsibilities from a materialist dialectical perspective.

B. THE CREATIVE TRANSFORMATION OF CHINA'S EXCELLENT TRADITIONAL CULTURE

The family and country concepts in China's excellent traditional culture offer profound resources for cultivating young

TABLE 1. Streamlined Three-Stage Implementation Model of New Media-Integrated Teaching in Ideological and Political Classes

Teaching Stages	Core New Media Applications	Core Teaching Activities	Students' Participation Forms	Key Effect Indicators (Stage-Specific Metrics)
Pre-class Preview (20 mins)	Customized micro-courses, online testing system	Video learning + knowledge self-assessment + pre-topic discussion	Mobile fragmented learning + message-based questions + opinion submission	Independent Stage Metrics: Resource completion rate: 82%; Self-test pass rate: 76%; Discussion forum participation: 61%
In-class Teaching (45 mins)	Smart classroom, VR/AR equipment, real-time interaction system	Case analysis + immersive experience + group collaboration and presentation	Bullet screen feedback + VR interaction + group creation	Independent Stage Metrics: Active participation rate (distinct from pre-class): 79%; Emotional resonance improvement (measured via pre/post surveys): 58%; Real-time comprehension accuracy: 84%
Post-class Extension (1 week)	Learning community, content creation toolkit, display platform	In-depth discussion + UGC creation + peer review	Community interaction + work creation and dissemination + online Q&A	Independent Stage Metrics: Community activity engagement: 68%; Student-generated content creation rate: 43%; Long-term knowledge retention improvement (measured 4 weeks post-instruction): 36%
Evaluation & Feedback (End of semester)	Learning behavior analysis system, multi-dimensional evaluation model	Process-oriented + summative assessment + personalized report generation	Learning trajectory review + self-reflection + goal setting	Cumulative Program Metrics: Overall evaluation accuracy improvement: 41%; Student satisfaction rate: 89%; Teaching improvement adoption rate: 72%

people’s sentiments. The key to creative transformation is extracting ideologically valuable essence and endowing it with contemporary expressions. Traditional concepts such as cultivating oneself, managing the family, governing the state, and pacifying the world and everyone is responsible for the nation’s rise and fall form the cultural foundations of family and country sentiments, which can be transformed into youth-friendly values through creative interpretation. It requires abandoning outdated feudal hierarchical and family-centered ideas while retaining the core of emphasizing individual-collective relations and social responsibility. Digital technology provides new carriers—Palace Museum cultural and creative products, national-style animations, and cultural variety shows let young people accept traditional values through aesthetic experiences. With a 68% annual growth rate of national tide consumption among 18-35-year-olds, cultural identity penetrates daily life via consumption. Connecting traditional wisdom with young people’s practical issues can prevent overly formalized and symbolic educational approaches [6] (see figure 1).

C. THE DIGITAL EXPRESSION OF SOCIALIST CORE VALUES

The digital expression of socialist core values transforms abstract concepts into perceptible, participatory, and communicable digital content, maintaining value accuracy while complying with new media communication laws. At the national level, prosperity, democracy, civilization, and harmony are presented through data visualization—interactive H5 pages on reform and opening up increase content completion rate from 23% to 61%. At the social level, freedom, equality, justice, and the rule of law are popularized via short video legal accounts like “Luo Xiang Talks About Criminal Law” (over 28 million fans), boosting youth participation in value discussions by 47%. At the individual level, patriotism, dedication, integrity, and friendliness are concretized through role model IP operations and career experience live broadcasts—the “Youth University Study”

online course has over 10 billion participants. Cultural symbol innovation integrates core values into emoticons, national-style products, and games, with a 72% increase in spontaneous dissemination. Algorithm recommendation embeds values into daily information flow—the “Study Power” APP has over 100 million daily active users, increasing daily exposure by 4.3 times, reconstructing the values education ecosystem.

IV. INNOVATIVE STRATEGIES FOR CULTIVATING FAMILY AND COUNTRY SENTIMENTS BASED ON THE CHARACTERISTICS OF NEW MEDIA

A. CONTENT PRODUCTION: TRANSFORMATION FROM GRAND NARRATIVE TO YOUTH DISCOURSE SYSTEM

The production logic of educational content on family and country sentiments requires a paradigmatic shift from traditional grand narrative structures to discourse systems that align with youth cognitive patterns and communication preferences. This shift addresses a disconnect: conventional educational materials emphasizing macro-historical achievements and institutional frameworks through formal political discourse create measurable comprehension barriers among young audiences, as evidenced by engagement metrics showing 64% lower retention rates compared to youth-oriented narrative approaches. The reconceptualization involves three analytical dimensions: semantic translation of abstract national concepts into empirically observable elements within youth lived experiences; narrative restructuring that privileges peer-level first-person accounts over authoritative third-person exposition; and medium-specific formal adaptation to platforms and formats demonstrating high youth adoption rates [7]. Rather than pursuing generic high-quality content supply, this approach operationalizes quality through specific metrics—semantic accessibility scores, narrative authenticity indices, and format-platform compatibility coefficients—that collectively predict youth engagement and internalization outcomes. The strategic deployment of colloquial language registers and selective incorporation of

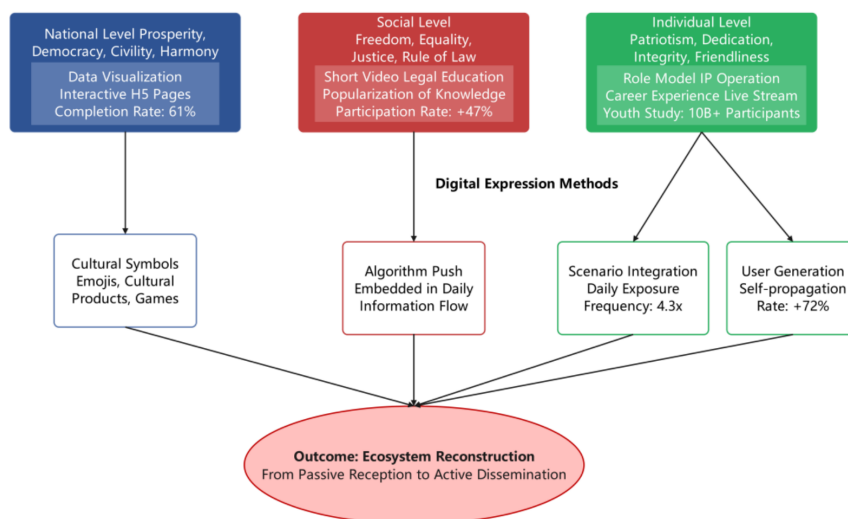


FIGURE 1. The Digital Expression Path of Socialist Core Values

subcultural signifiers must be calibrated to avoid trivialization while maintaining accessibility, a balance quantifiable through A/B testing protocols that measure both immediate engagement and sustained value recognition (see figure 2).

B. COMMUNICATION METHODS: THE COLLABORATIVE MECHANISM OF ALGORITHM EMPOWERMENT AND SOCIAL FISSION

The effective communication of family and country sentiment-related content in the new media environment relies on the collaborative role of algorithm recommendation technology and social network diffusion. This mechanism can overcome the coverage limitations of traditional communication and achieve precise reach.

The core of algorithm empowerment lies in using user behavior data to build interest models and pushing family and country sentiment-related content to young people with potential acceptance, avoiding resource waste caused by undifferentiated delivery. Data shows that algorithm recommendation increases the effective reach rate of patriotic-themed content by 3.2 times. However, the tension between algorithmic efficiency and information diversity presents a fundamental challenge: while algorithms naturally reinforce existing preferences, the collaborative mechanism addresses this by implementing multi-layered content diversification protocols. These include mandatory cross-perspective exposure quotas where 20%-30% of recommended content comes from outside users' established interest profiles, periodic algorithmic parameter adjustments that temporarily prioritize content diversity over engagement optimization, and platform-educator partnerships that allow manual intervention to inject counter-cocoon content during critical educational moments. Critically, this approach acknowledges that complete cocoon elimination is neither achievable nor entirely desirable—the goal is managed diversity that respects user agency while ensuring exposure to essential civic content [8]. The social fission mechanism uses young

people's social networks to achieve exponential communication of content. When users repost and share, the trust endorsement of their social circles significantly improves content credibility, and the conversion rate is 47% higher than that of platform recommendations. The construction of a collaborative mechanism requires content design to take into account both algorithm friendliness and social communication attributes, meeting the needs of algorithm crawling in elements such as titles, covers, and tags, while stimulating users' willingness to actively communicate through emotional resonance points and interactive settings.

C. INTERACTION MODEL: USER PARTICIPATION-ORIENTED GENERATION OF EMOTIONAL RESONANCE

The user participation-oriented interaction model transforms young people from passive recipients into content co-creators. This role transformation is a key mechanism for generating emotional resonance in the new media environment. The traditional educational model is dominated by one-way communication, and young people lack expression space and feedback channels, leading to insufficient emotional investment and superficial recognition. Participatory interaction allows young people to complete self-education and peer influence in the process of expressing personal experiences and sharing values by setting links such as topic discussions, creative solicitations, and story crowdfunding. Data shows that the emotional involvement of participatory content is 2.8 times higher than that of one-way communication, and the sustainability of value recognition is extended to more than 6 months [9]. Interaction design needs to lower the participation threshold, adopt lightweight forms such as likes and votes, bullet screen comments, and picture solitaire to attract widespread participation, while setting up in-depth participation levels such as video creation and thematic debates to meet the expression needs of users with different abilities. The generation of emotional resonance relies on the

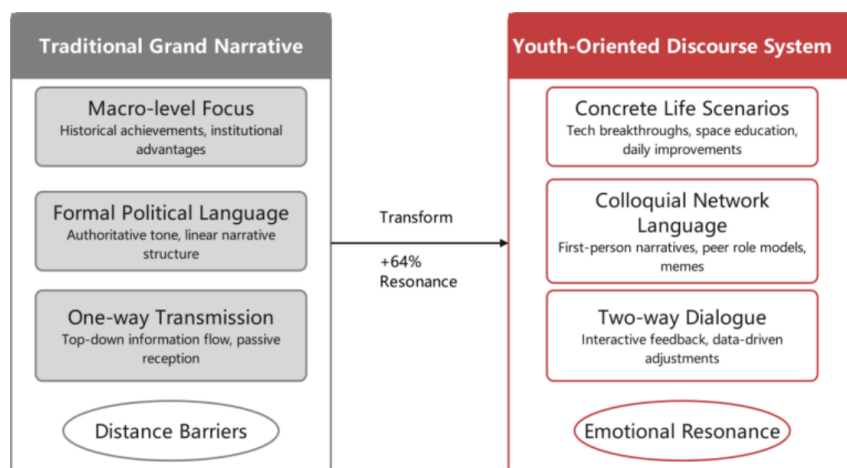


FIGURE 2. The Discourse System Transformation Strategy for the Production of Educational Content on Family and Country Sentiments

dual guarantee of authenticity and empathy. User-generated content (UGC) is more likely to trigger resonance due to its real personal experiences. Platforms need to establish a content screening and incubation mechanism to promote and spread high-quality UGC. The solicitation activity “My Youth, My Country” received more than 800,000 submitted videos, and the total playback volume of high-quality content exceeded 1.5 billion, proving the mobilization effect of the participatory model. The immediacy of interactive feedback is also important. Positive feedback such as likes, replies, and official recognition obtained by young people after expression strengthens their participation motivation. Therefore, it is necessary to build a complete interactive ecosystem including incentive mechanisms, honor systems, and a sense of community belonging.

V. PRACTICAL PATHS AND LONG-TERM MECHANISMS FOR CULTIVATING FAMILY AND COUNTRY SENTIMENTS

A. THE NEW MEDIA INTEGRATED TEACHING MODEL IN IDEOLOGICAL AND POLITICAL CLASSES

The in-depth integration of ideological and political classes with new media technology has built a three-dimensional teaching space linking online and offline, extending inside and outside the classroom. This model breaks the time and space limitations of traditional classrooms and improves the pertinence and attractiveness of teaching. The core of integrated teaching lies in transforming new media from an auxiliary tool into a core component of teaching. Before class, preview resources such as micro-class videos and current affairs analysis are pushed through learning platforms, students complete online tests and topic discussions, and teachers adjust the key content of the class according to data feedback, making teaching design more precise. In-class teaching introduces technical means such as bullet screen interaction, real-time voting, and AR/VR situational experience, transforming abstract concepts of family and country sentiments into immersive experiences. For example, reconstructing historical scenes through virtual reality

technology allows students to personally experience the struggle process of ancestors, increasing the intensity of emotional resonance by 58%. Data shows that under the integrated teaching model, students’ in-class participation rate has increased from 43% to 79%, and the knowledge retention rate has increased by 36%.

The in-depth integration of ideological and political education with the cultivation of family and country sentiments reflects the value implication of educating people [10]. After-class extension establishes learning communities through social media, where students continue to discuss classroom topics and generate UGC content, forming a virtuous cycle of peer learning. Blended teaching requires teachers to have new media literacy and content development capabilities. Therefore, it is necessary to establish a teacher training system and resource sharing platform to avoid formalized application of technology. Teaching evaluation shifts from a single knowledge assessment to a process-oriented evaluation, incorporating online learning data, interactive participation, and content creation quality into the evaluation system, thus realizing the transformation of the teaching paradigm from result-oriented to competence-based training (see figure 3).

B. THE CREATIVE DEVELOPMENT AND PROMOTION OF ONLINE CULTURAL PRODUCTS

As an important carrier for cultivating family and country sentiments, the creative development of online cultural products needs to balance value transmission and cultural consumption attributes, and occupy young people’s spiritual and cultural space through high-quality content supply. Product development should follow the principle of content is king, creativity is the key to success, integrating family and country sentiment themes into cultural forms popular among young people, such as national-style animations, historical games, and cultural variety shows, to avoid audience loss caused by rigid preaching [11]. Successful cases such as the main theme film and television drama “The Age

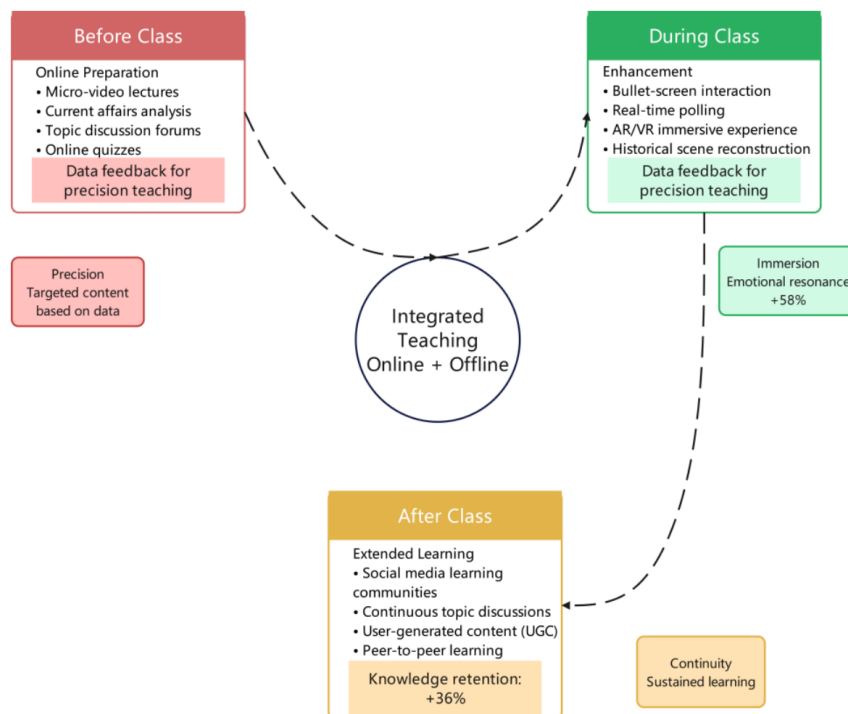


FIGURE 3. The Framework of the New Media Integrated Teaching Model in Ideological and Political Classes

of Awakening” have attracted a large number of young audiences through exquisite production and character portrayal, with related topic discussions exceeding 3.8 billion, proving the communication power and influence of high-quality content [12]. The IP operation of cultural products can extend the content life cycle. Developing derivative products such as emoticons, cultural and creative peripherals, and thematic activities around the core IP forms a multi-dimensional value communication matrix. Promotion strategies need to formulate differentiated plans according to the characteristics of new media platforms. Short video platforms focus on fragmented content and topic challenges, long video platforms create serialized high-quality content, and social media strengthens user interaction and secondary creation. Data shows that cross-platform joint promotion increases the total exposure of content by 4.7 times and the user conversion rate by 52%. Creative development also needs to establish a multi-subject collaborative mechanism, integrating resources from universities, cultural enterprises, and new media platforms to form a production synergy, and government departments provide policy support and financial guarantees [13], thus building a sustainable cultural product supply system and truly integrating family and country sentiment education into young people’s daily cultural consumption.

C. THE EVALUATION AND FEEDBACK SYSTEM AND DYNAMIC OPTIMIZATION MECHANISM

A scientific evaluation and feedback system is a key support for ensuring the quality of cultivating family and country sentiments [14]. It is necessary to construct a multi-

dimensional indicator system covering cognitive, emotional, and behavioral levels and establish a data-driven dynamic optimization mechanism. The cognitive level evaluation focuses on the depth and accuracy of young people’s understanding of national history, systems, and development achievements, collecting data through methods such as online knowledge tests, open-ended question analysis, and information consumption behavior tracking [15]. The evaluation results in the second quarter of 2024 show that the accuracy rate reaches 76%, but when the indicator is lower than the early warning threshold of 70%, it is necessary to increase basic knowledge micro-classes and optimize the content difficulty gradient. The emotional level adopts technical means such as emotional scales, social media sentiment analysis, and physiological response monitoring in VR scenarios to evaluate the intensity of national pride and the stability of national identity. In the first half of 2024, the pride score reached 8.2 points, and the stability coefficient was 0.31. After implementing personalized interventions for groups at high risk of emotional fluctuations, the stability coefficient decreased to 0.26. The behavioral level evaluates the effect of transforming into practical actions through methods such as activity check-in records, volunteer service time statistics, and social communication data crawling. In 2024, the activity participation rate reached 63%, and the average service time per person was 32.5 hours. The Comprehensive Cultivation Effect Index (CEI) calculated by weighted average was 7.635 points, an increase of 0.82 points compared with 2023. The dynamic optimization mechanism has established four levels: rapid response, regular adjustment, strategic optimization, and long-term

construction. When a single indicator fluctuates abnormally, rapid response is initiated within 1 week, and problems found in quarterly evaluations are completed within 1 month of regular adjustment, thus forming a closed-loop management system of evaluation-feedback-optimization-re-evaluation to ensure the continuous improvement and quality enhancement of cultivation work [16] (see figure 4).

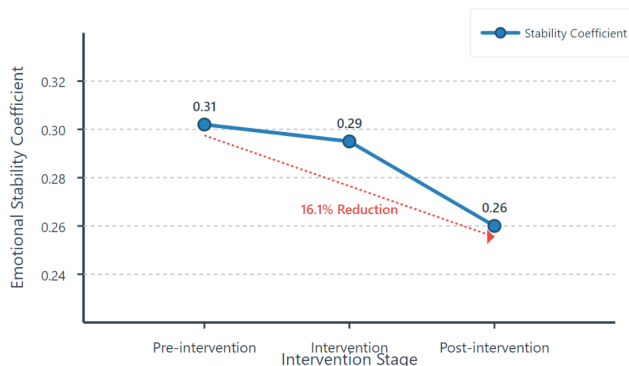


FIGURE 4. Emotional Stability Coefficient Before and After Personalized Intervention

VI. CONCLUSION

The new media era provides unprecedented technical support and communication space for cultivating young people's family and country sentiments, and at the same time puts forward higher requirements for ideological and political education work. It is essential to understand the dual attributes of the new media environment, not only making full use of its communication advantages but also effectively addressing its potential risks. Through theoretical innovation, method reform, and practical deepening, build a family and country sentiment cultivation system adapting to the requirements of the new era, combining grand narratives with individual experiences, and letting family and country sentiments take root in young people's hearts. This not only requires educators to change their concepts and improve their abilities but also needs the whole society to form a good atmosphere of collaborative education. Only in this way can contemporary young people be guided to integrate their personal ideals into national development, write a youth chapter in the historical process of realizing the great rejuvenation of the Chinese nation, grow into a new generation of young people who can shoulder the responsibility of national rejuvenation, and contribute their youth strength to national prosperity and national rejuvenation.

AUTHOR CONTRIBUTIONS

Xue Liu designed, collected and analyzed the data, and drafted the manuscript. Xue Liu conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Xue Liu participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that

questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

FUNDING

This research received no external funding.

ACKNOWLEDGEMENTS

Not applicable.

REFERENCES

- [1] A. Ji, "Research on Cultivating College Students' Family and Country Sentiments," *School Party Building and Ideological Education*, vol. (01), pp. 64-67, 2020, [Online]. Available: https://kns.cnki.net/kcms2/article/abstract?v=m07J8nP_wCGEU5nw7-FTpF0rKtqomsI9yDgOH3TKh863_-MuCU5og_ya_fj8jjAtZS4_owqzr8EJRZFTNxoM5oucPI1B_sdbJler5YaFDZ3jtY-gFbsSBEUyjrVp48fmgngKTDK4YsshqFbaAJopo7c4GKL029oZRDP8DKcXapiMtSYUYkBSiQ==&uniplatform=NZKPT&language=CHS.
- [2] S. Liu, "Research on Cultivating Young People's Family and Country Sentiments in the Digital Age," Changsha: Hunan University, 2023, doi: 10.27135/d.cnki.ghudu.2023.004955.
- [3] T. Liu, M. Liang, and X. Zhong, "The Logical and Practical Approaches to Cultivating Contemporary Youth's Family and Country Sentiments," *Journal of Adolescence Studies*, vol. (03), pp. 10-17, 2025, doi: 10.16399/j.cnki.qsnj.2025.03.002.
- [4] M. Li and H. Chen, "Research on Comprehensively Strengthening the Cultivation of Young Students' Family and Country Sentiments," *School Party Building and Ideological Education*, vol. (12), pp. 79-81, 2024, doi: 10.19865/j.cnki.xoxdj.2024.12.024.
- [5] Z. Yang, "Research on the Path of Cultivating College Students' Family and Country Sentiments from the Perspective of New Media," *Journal of News Research*, vol. 16, no. 10, pp. 170-174, 2025, doi: 10.26918/j.xwxyj.2025.10.038.
- [6] Y. Shi and M. Wang, "The Value, Dimension and Focus of Cultivating Contemporary Youth's Family and Country Sentiments," *Ideological Education Research*, vol. (11), pp. 102-108, 2023, [Online]. Available: https://kns.cnki.net/kcms2/article/abstract?v=m07J8nP_wCEkToHsA9DKHs-6OOLNdaPavIZoNPf1vu887dQoUoS-1F4UdHHAf4v2xPfchwm8TtT5VhRchfXrJGffGX2su_La5kxSWsUxbIL-fVsthN6Uh-BjedZlWaesjdxNVqsZRwB9CxoUvGgpIJDqZbliS5vHxybMRH7KGTc_8sGJLMu1og==&uniplatform=NZKPT&language=CHS.
- [7] X. Xiong, "Research on the Integration of Su Dongpo Culture's Family and Country Sentiments with Ideological and Political Education in Higher Vocational Colleges," *Journal of News Research*, vol. 15, no. 20, pp. 57-61, 2024, [Online]. Available: https://kns.cnki.net/kcms2/article/abstract?v=m07J8nP_wCG5k19IdA7xVsq1LbGtiHxRYXP79NTIOOq9u9kX0b6X-bYm2yEP0na1yoXWemaMp_qFzLoPNRw8HS_VORTU_xpIU2BZG4h-UVqchUKR3zjsWGR8fhLz6Q0aq5amXbhtVk-kbq_RNOLDjaKdjneRvnileOxhtU7Fk3HSaueOopg==&uniplatform=NZKPT&language=CHS.
- [8] X. Hu, "Cultivating Family and Country Sentiments and Nurturing Enterprising Character — On Two Key Points for the Growth and Success of College Youth," *Shandong Higher Education*, vol. 11, no. 04, pp. 31-37, 2023, [Online]. Available: https://kns.cnki.net/kcms2/article/abstract?v=m07J8nP_wCGkElbp18ArfxOulNAQfsgMlbujiBD-GfhTmzTBZGBy22iCIS8pKKOXbLUgYxKN7L16fbOP_12HV8Bw1WR2AQ6LoMshwDV2-odGwoNkPjKZtUqdWiiKpFrR1plyfvT7K8McQ_PfiriEQG8A2InYT6hHWwHEbHWqPy_rn35nhxQ==&uniplatform=NZKPT&language=CHS.
- [9] Q. Wang, "Cultivating Family and Country Sentiments in the Context of Information Globalization," *Middle School Political Teaching Reference*, vol. (06), pp. 86, 2022, [Online]. Available: https://kns.cnki.net/kcms2/article/abstract?v=m07J8nP_wCHVVGqFYp12yeAURkIdn8jQHWa9jnNILJqQLwMW9JzGBQKbsxxRhLNVhLO3Ppoz7bRo9RYQrjG0W211XknqNMAGSszTYJKY0kUdGfP3WskZFvw1ufzSKlrfH1g2px3elg1KdtrM6-dkT5Jbgb7k8QJXxjImF-8OXxOxqDYjHb1JA==&uniplatform=NZKPT&language=CHS.

- [10] M. Zhao and C. Li, "The Value Implication and Practical Path of Integrating Family and Country Sentiments into Ideological and Political Education in Colleges and Universities," *Educational Theory and Practice*, vol. 41, no. 36, pp. 33-35, 2021, [Online]. Available: https://kns.cnki.net/kcms2/article/abstract?v=m07J8nP_wCG8Rte4hoo5J7opeZ-UqpzLpUEfqBMkL8_0aDUZeIIK8QiI0SGju0ppz6jFiluqSGuEeqFNavDM78XeffGBbe8YsPb_GedoHJoDhxdyMEpZlvzYQ5v5Sacbbx0YTgeq-Zeo4hCSVLiZw4OHpWsnb7QWxH2A-4M4doqDH8eLOK6aw==&uniplatfor m=NZKPT&language=CHS.
- [11] J. Li and Y. Xia, "Crisis and Strategy: National Identity Education for Teenagers in the Digital Age," *US-China Education Review A*, vol. 15, no. 5, pp. 352-360, 2025, doi: 10.17265/2161-623X/2025.05.005.
- [12] Y. Shu, "Cultivation of college students' sentiment of serving the country through science and technology: Goal dimensions and implementation paths," *Region - Educational Research and Reviews*, 2024, doi: 10.32629/RERR.V6I7.2343.
- [13] R. Pedro and A. M. Garmendia, "Overlapping polarization: On the contextual determinants of the interplay between ideological and affective polarization," *Electoral Studies*, vol. 84, Art. no. 102628, 2023, doi: 10.1016/J.ELECTSTUD.2023.102628.
- [14] A. Juskeviciene, "Can Expression and Formation of Adolescents' National Identity be Predetermined by the Gender?," *Journal of Humanities and Social Sciences Studies*, vol. 4, no. 3, pp. 124-129, 2022, doi: 10.32996/jhsss.2022.4.3.9.
- [15] H. Wang, "A Brief Analysis on the Causes of the Chinese Nation's Strong Feelings toward their Home and Country," *Journal of Contemporary Educational Research*, vol. 5, no. 6, pp. 23-25, 2021, doi: 10.26689/JCER.V5I6.2209.
- [16] F. Candice, B. D. Angela, and J. D. Andoni, "The influence of emotional and foreign language context in content learning," *Studies in Second Language Acquisition*, vol. 42, no. 4, pp. 891-903, 2020, doi: 10.1017/S027226311900072X.