

根基与滋养：UIC国情国学教育的理念和实践

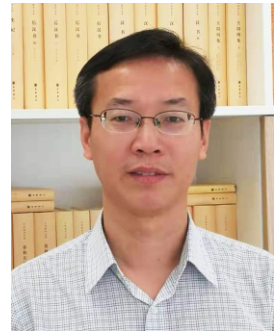
Foundation and Nutrition: The Idea and Practice of UIC's National Education on Chinese Culture and Society

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THERE are numerous skills that students need to learn during their time at university, in addition to thinking about the construction of self-identity and the meaning of life. UIC's National Education on Chinese Culture and Society (NECCS) aims to help students cultivate their sentiments and think about the future direction of life.

This paper is divided into two parts. The first part explores the following question: Why does UIC carry out the NECCS? In this part, three ideas are introduced: First, the state and individual are connected. Every country has its own history, traditions and social systems that impact the way a person grows up and are closely related to the life paths that person may take. The establishment of UIC is a response to China's higher education reform and social needs. Second, tradition is integrated into our life. Cultural tradition exists not only in history books, but also in our blood and our way of thinking. Cultural heritage is of great value to individuals, countries and the world. Third, China participates in the common development of the world. Through comparative observation between China and the world, students can reflect on their habitual lifestyles and values, and thus we can help them to understand cultural phenomena from the perspective of history and globalisation, and think about how to live in the new era.

The second part discusses the following question: How do we promote the NECCS? This part introduces how UIC is committed to



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innovative education concepts and methods. It includes three aspects: curriculum designs that advocate speculation and reflection, seminars that focus on the development of teaching and learning, and cultural activities that promote creative inheritance.

In short, the mission of UIC's NECCS is to promote the inheritance of traditional Chinese cultures and to contribute to the growth of UIC's students.

在大学阶段，学生不仅需要学习技能，还应该思考自我身份的建构和人生的意义。UIC的国情国学教育旨在帮助学生陶养情操，思考未来的人生方向。本文分为两个部分。第一部分探讨的问题是：UIC为什么推行国情国学教育？由此引出国情国学教育的三种理念：首先，我们与国家血脉相连。每个国家都有特定的历史传统和社会制度，每个人的成长道路都是与国家的命运和发展息息相关。UIC的创建也是对中国高等教育改革和社会需要的回应。第二，传统融入我们的生活。文化传统不仅存在于在历史书里，更是融入生命的血液中和我们日常的思维方式中。文化传承对个人、国家和世界都具有重大价值。第三，中国与世界融合发展。透过中国与世界的相互对比观察，让学生反思自身以及习以为常的生活方式和价值观，帮助他们从历史的、全球化的角度看待文化现象，思考在新时代应当如何生活。第二部分探讨的问题是：如何推动国情国学教育？这部分介绍了UIC如何通过多元的教学和研究来创新教育的途径与方式，具体包括三方面：课程设计倡导思辨，研讨会注重教学相长，文化活动促进传承出新等。简言之，UIC的国情国学教育希望为传统文化的薪火相传和UIC学生的成长贡献力量。

引言：书是读不完的，更重要的是人生的方向

新学期，新开始。UIC的校园活跃着一批满脸朝气和好奇的年轻学子。新生们期待已久的大学生活就要开始了，怎能不兴奋呢？在即将展开的四年，他们一定会经历各种各样的生活场景，第一次登台做报告的紧张不安，截止时间前完成课题的如释重负，和志趣相投的朋友聊天时的舒畅快意等等，大学生生活忙碌而充实。但是，随着知识的积

累，时间的流逝，他们也一定会萌生各种困惑：追求自由和个性的同时如何建构自己的身份认同？全球化的时代如何面对自己的文化传统？作为大学生，生命的目标与意义何在？作为中国人，安身立命的根基在哪里？

“风声雨声读书声声入耳，家事国事天下事事关心”。千百年来中国的知识分子就是以天下为己任，“达则兼济天下，穷则独善其身”。读书的目的不仅是为了个人的自由与幸福，更是为了天下苍生的福祉。所以，书本上的知识是学不完的，而学生在