

International University Students' Cognition of a Community of Shared Future for Mankind

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Abstract

The concept of a community with a shared future for mankind is rooted in the genes of fine traditional Chinese culture. Its communication is conducive to enhancing China's cultural soft power and building kinship partnerships. This survey targets 115 international students in Ningxia, China, focusing on their cognition of the concept of a community with a shared future for mankind. It is to investigate the status of international students' knowledge of a community with a shared future for mankind, further to analyze the factors affecting the spread of knowledge related to the community. It is found that international students' cognition of a community with a shared future for mankind is fair. The factors affect the transmission of a community with a shared future for mankind are mainly on unhelpful for future employment, ineffective course and students' inactive participation. The international students have agreeable attitude towards universities' promoting and publicizing a community with a shared future for mankind knowledge. Further, recommendations for the spread of a community with a shared future for mankind are proposed to enhance the international communication and sense of identity.

Keywords: Community with a Shared Future for Mankind, Fine Traditional Chinese Culture, Culture Spread, Cognition, International Students

Introduction

Globalization has become an inevitable trend in the development process of the world. In the background of the era of globalization, the world has formed a global community (Li, 2020). It is impossible for any country to be in isolation and be separated from the community and develop on its own (Dai, 2020; Wang & Xia, 2021). However, in the process of globalization, human beings also face many factors that threaten the survival and development of mankind. Facing the predicament of globalization, the concept of a community with a shared future for mankind (CSFM) came into being. This is a solution that China has contributed to the world in the face of global governance problems.

The concept of CSFM transcends the boundaries of nations and countries. It pursues not only the well-being of the Chinese people, but also the common well-being of the people all over the world. It shows human feelings and the spirit of responsibility (Sun, 2020; Yan, 2021).

Since the concept of CSFM is proposed, Chinese officials and academe have achieved fruitful results in practice and academic theory respectively (Jin & Ren, 2021). However, the research is mainly concentrated in the field of Marxist theory (Dong, 2021; Wang, 2021; Xu & Xun, 2021; Zhao, 2021), and traditional Chinese thought (Li, 2021; Luo & Xu, 2020; Zhou, 2021). Moreover, research on CSFM abroad mainly focuses on three aspects: the reason for the proposal, the theoretical connotation, and the path of practice. It is generally agreed that CSFM proposed by China is to respond to the complex changes in the current international environment, to realize the development and innovation of foreign policy, and to establish the image of a great power and enhance the international discourse power; it is a contemporary manifestation of fine traditional Chinese culture and is also the theory of Marxism in China; the major innovations is the 'Belt and Road' initiative. The division of CSFM research in other countries is mainly reflected in three different evaluation towards the positive, cautious and negative attitudes on CSFM (Wang & Wang, 2021).

The diversified development of world civilization and culture, Chinese values and the common value of all mankind are mutually integrated. The CSFM is rooted in the genes of fine traditional Chinese culture which is a forward-looking thinking focusing on the common destiny of mankind (Hou et al., 2021). With the rapid development of China's economy and the steady improvement of national strength, China has become the largest study destination for international students in Asia (Ministry of Education, 2018). As a special group of universities, international students are an important force in building CSFM. International students' recognition with CSFM can help to improve the soft power of Chinese culture, promote the spread of common values for all mankind, and accelerate the construction of CSFM (Wu, 2021). The spread of CSFM is conducive to better telling Chinese stories to the world (Jin & Liu, 2021; Li et al., 2021; Zhao et al., 2021).

However, although Chinese scholars have conducted research on the ideological origin, specific connotation, basis, theoretical significance and practical significance of CSFM (Li, 2021), there are few studies on the cognition of CSFM for international students, so it is difficult to grasp the degree of cognition of CSFM for international students. International students study and live in China, but how about their cognition on Chinese culture and are they willing to spread fine traditional Chinese culture? These issues have always been the focus of educators on international education. Moreover, international students play a pivotal role in the transmission of Chinese and foreign cultures. It is thus an important mandate and task of international education to guide students actively, enthusiastically, and willingly to spread knowledge and awareness of fine Chinese culture. This study is thus designed to solve these emergent issues.

To investigate and study the international students' cognition of CSFM, so as to understand their cognition of Chinese values and the degree of recognition of Chinese culture, and to explore ways to spread fine Chinese culture in international education, the following research objectives are attained: a) To understand the status of international students' cognition of CSFM in Ningxia Medical University (NXMU); b) To find out the factors that affect international students' recognition on CSFM; c) To confirm international students' attitude towards CSFM transmission.

Theoretical Background

The world is facing major changes unseen now, and the global destiny is shared and closely related. The new concept of CSFM proposed by president Xi Jinping contributed wisdom of China to the world to overcome problems, building a new international order, promoting

global governance, and realizing the common prosperity and development of human society (Li & Kong, 2021; Luo & Xu, 2020). In recent years, ideological and political education activities in universities have introduced the concept of CSFM, which has had a certain impact on university students' world views, life outlook and values (Fang, 2021).

At present, Chinese scholars have achieved certain academic results in CSFM study and provided a large amount of reference materials for the practical research of CSFM. The research is mainly on the following aspects. The first is about the ideological origin of CSFM. Wang and Han (2018) believed that the concept of CSFM theoretically inherited the philosophical foundation, theoretical vision and ideal pursuit of Marx's theory of world history. Moreover, it is mainly believed that CSFM is derived from the fusion of multiple ideologies and theories (Huang & Qi, 2020; Xiong & Shi, 2019). The second is on the origin of CSFM. The most cited viewpoint is the source of 'Marx's community thought', to dig out its meaning and inspiration (Gao, 2015; Zhang & Deng, 2017), and to analyze the inheritance and development relationship between Marx's community thought and Xi's thought of a community of human destiny (Kang & Chen, 2016; Shi, 2016; Gao & Zhao, 2017). The third is on the significance and contribution of the concept of CSFM. Wu and Wu (2018) put forward the view from a realistic perspective that 'CSFM has enabled China to occupy the moral high point of the reform of the world order'. Qiao (2020) discussed the significance of building CSFM from two aspects which are historical theoretical value and world historical value. The fourth is on the difficulties of CSFM research faced. Zhao et al (2020); Li (2020) discovered the following problems in academic research on CSFM: a) the concept of CSFM differs greatly in different research fields; b) the distribution of disciplines in the research of CSFM is unbalanced, and the degree of cooperation between related disciplines is not enough; c) the research results are mainly theoretical, and empirical research needs to be enriched.

Foreign research on the idea of 'community' is relatively early, and it can be traced back to the earliest ancient Greek period. Plato mentioned the 'city-state community' in *Utopia*. Aristotle proposed 'Political community' thought from the perspective of political science (as cited in Dai, 2020). Aristotle believed that human beings are political animals, and only in the community can they obtain happiness. Rousseau and Hobbes proposed the 'community of contract' from the perspective of human rights (Dai, 2020). Paradise (2016) believed that the concept of CSFM is a foreign policy with Chinese values proposed by China in order to enhance its international influence. Moreover, foreign scholars pay more attention to the practicality of CSFM. Most of them use motivation, behavior and influence as the logical main line to influence the concept, construction, and influence of CSFM. Song and Zhang (2017) obtained the results by conducting further research on the combination of theory and practice.

In addition, with regard to international students, there are very few relevant research on the international students' CSFM cognition. The present study is discussion on the necessity of ideological and political education for international students in China based on the construction of CSFM (Sun, 2021). Hu (2019); Zeng et al (2019) also discussed the importance of improving the quality of international student's management personnel and services from the perspective of CSFM, as well as the importance of integrating cultural education into professional education.

To sum up, the research on CSFM in China involves a wide range of fields and rich content, while most of the current research stays at the level of policy interpretation, failing to get into the essence of the problem, and the research lacks practicality. Foreign scholars have studied the 'community' relatively early, and related works and documents are also relatively abundant. While for CSFM, there is relatively few research, and more attention is paid to the

practical significance of its thoughts. Hence, it can be seen that the influence of CSFM is relatively weak in other countries. Therefore, strengthening the research on CSFM from the cultural level will help to deepen the understanding of its specific connotation and value, and promote the acceptance of CSFM by more people. For CSFM is concerned as the common destiny of all mankind, it is not limited to a certain level of international exchanges, to spread CSFM knowledge to international students will improve communication of different countries.

Scope and Definition

Culture is an ancient proposition. Since the birth of human society, the research on culture has never stopped. Scholars have formed a rich treasure of human cultural achievements through continuous and concentrated research on culture (Wang, 2021). Due to different social backgrounds, disciplinary perspectives, and different research angles, there are hundreds of definitions of 'culture'. Most scholars believe that culture can be divided into a broad sense and a narrow sense. Culture in the narrow sense refers only to spiritual activities and products that are side by side with politics and economy while culture in a broad sense is all human activities and their results (Zhu, 2021).

The culture in this study belongs to the narrow cultural category, which refers specifically to non-material content such as spirit, thought, and concept. Traditional culture is the crystallization of historical accumulation, and its modes of thinking, values, and codes of conduct are both inherited and developed. It is a historical manifestation of human imagination and creativity. The fine traditional Chinese culture was nurtured in more than 5,000 years of historical inheritance. It accumulates the deepest spiritual pursuits of the Chinese nation, represents the unique spiritual identity of the Chinese nation, and is a rich nourishment for the Chinese nation's continuous growth and development (Qin, 2021).

Methodology

In order to further understand international students' cognition on CSFM, improve their awareness of CSFM, and increase the influence of fine traditional Chinese culture on international students, this study is intended to answer the following research questions:

- i. What is the general status of international students' cognition on CSFM?
- ii. What are the factors that affect the transmission of CSFM to international students?
- iii. How is international students' attitude towards CSFM transmission?

This study used a combination of quantitative and qualitative research method. Questionnaire survey and interview were applied. As there is no existed questionnaire on international students' survey of CSFM, so the questionnaire applied in this study was adapted from Meng's (2018) survey questionnaire on the cognition status of university students' socialist core values. A total of 30 questions were designed around the current status of university students' cognition of CSFM, their cognition level and influencing factors of CSFM transmission. The questionnaire was divided in two parts. The first part was on demographic information of research participants, including nationality, religion, duration of study in China, age, gender, and education level. The second part was the participants' understanding of CSFM.

The interview outlines were edited based on the output of the questionnaire survey. It was conducted in ways of face-to-face and video calls, selecting international students with different educational backgrounds, nationalities, and time in China, to investigate the factors affecting cultural transmission.

International students of a university in Ningxia were the samples of this study. A random sampling survey method was adopted and a total of 120 copies of questionnaires were distributed. Out of this, 115 valid questionnaires were retrieved, and 20 international students were interviewed. The basic information of the research participants is shown as in Table 1.

The study used SPSS 26.0 to examine the reliability and validity of the questionnaire, and also analyse the data of the questionnaire survey. The value of Cronbach's Alpha is 0.863, indicating that the reliability coefficient of the questionnaire is at a relatively high value and has a certain degree of reliability. Factor analysis was used to measure the validity of the questionnaire. KMO and Bartlett's Test showed the value is 0.826, which is greater than 0.7, indicating that the questionnaire has good structural validity and the data obtained from the survey is credible. Moreover, the Descriptive Statistics and Non-parametric Test were used to obtain the findings.

Table 1
Demographic information of international students

Items	Sub-items	Sample sizes
Gender	Male	80
	Female	35
Nationality	India	66
	Bangladesh	36
	Africa	7
	Myanmar	5
	Singapore	1
Education	Bachelor	97
	Master	13
	PhD	5
Time in China	1-6 months	11
	7-12 months	14
	13-24 months	42
	25-36 months	30
	36 months or more	18

Study and Results

Through analysis of the questionnaire survey and statistics of the interview results, the following results are obtained.

What is the General Status of International Students' Cognition on CSFM?

Based on the survey of university international students' cognition of CSFM, the following findings are attained. Firstly, regarding whether the international students are familiar with the basic content of CSFM, the data shows that only 4.4% are very familiar with the basic content, 79.1% are probably familiar the basic content, while 16.5% have no idea of what CSFM is. Secondly, regarding whether the students are familiar with the background of CSFM proposed, 80% of them know it, 3.5% probably know, and 16.5% don't know. Thirdly, in response to students' familiarity with the proposed time of CSFM concept, 1.7% of them know

it, 81.8% know the approximate time, and 16.5% don't know at all. According to the statistics, more than 83.5% of international students have a basic understanding of CSFM content, background and proposed time. The specific situation of international students' understanding of the knowledge of CSFM is shown as Table 2.

Table 2

International students' understanding of CSFM (unit: person)

Items	Very Familiar	Familiar	Not familiar at all
Familiarity level with basic content of CSFM	5	91	19
Familiarity level with background of CSFM proposed	92	4	19
Familiarity level with proposed time of CSFM	2	94	19

With the improvement of China's comprehensive strength and the gradual improvement of international status, more and more international students come to study in China, Chinese cultural values are recognized by more foreigners. Hence, the general status of international students' cognition on CSFM is fair. However, there are still at least 16% of the students who have no knowledge of CSFM and do not know what CSFM is.

What are the Factors that Affect the Transmission of CSFM to International Students?

From the output of the questionnaire, 20 students were selected to be the interviewee, including those who agreed that it was necessary and also those who said that it was unimportant for universities to carry out activities related to CSFM. The answers the participants mentioned at least 2 times are listed as below.

Table 3

The participants' response to influencing factor of CSFM transmission

Participant	Response
Participant 1	I think the university dose not attach more importance to CSFM.
Participant 2	I do not often participate in related activities and it is not beneficial for my future employment.
Participant 3	I think the courses lack effectiveness and it does not benefit for future employment.
Participant 4	I think it does nothing to future employment.
Participant 5	I don't think the knowledge is interesting and good for my future employment.
Participant 6	I do not often participate the activities, the related courses are lack of effectiveness, and it is not beneficial for future employment.
Participant 7	I think the courses are lack of effectiveness and the knowledge is not interesting at all.
Participant 8	I don't think it is beneficial for ,y future employment.
Participant 9	I think the university dose not attach more importance to CSFM, the related courses are lack of effectiveness, and it does nothing for future employment.

Participant 10	I think the related courses lack effectiveness and it is not beneficial for future employment.
Participant 11	I do not participate in related activities and it is not beneficial for future employment.
Participant 12	I think the related courses lack effectiveness and it is not beneficial for future employment.
Participant 13	I don't think it is beneficial for my future employment and the knowledge does not attract me either.
Participant 14	I think the courses are lack of effectiveness and the knowledge is not interesting at all.
Participant 15	I do not often participate in related activities, the related courses are lack of effectiveness, and it is not beneficial for future employment.
Participant 16	I think the main reason is that it is not beneficial for future employment and the knowledge is not attractive at all.
Participant 17	I do not often participate in related activities, the related courses lack effectiveness, and it dose nothing good for my future employment.
Participant 18	I think the related courses lack effectiveness and not beneficial for the future employment.
Participant 19	I think it is not beneficial for future employment and lack of effectiveness, and the students do not often participate in related activities either.
Participant 20	I think the students do not often participate in related activities and it is not beneficial for future employment either.

From the analysis on the participants' response, the influencing factors are obtained as (1) the university does not attach more importance to CSFM, (2) students do not often participate in the relevant activities, (3) the related courses are not effective, (4) it is not beneficial for future employment, and (5) the knowledge is not interesting. Figure 1 details out the influencing factors.

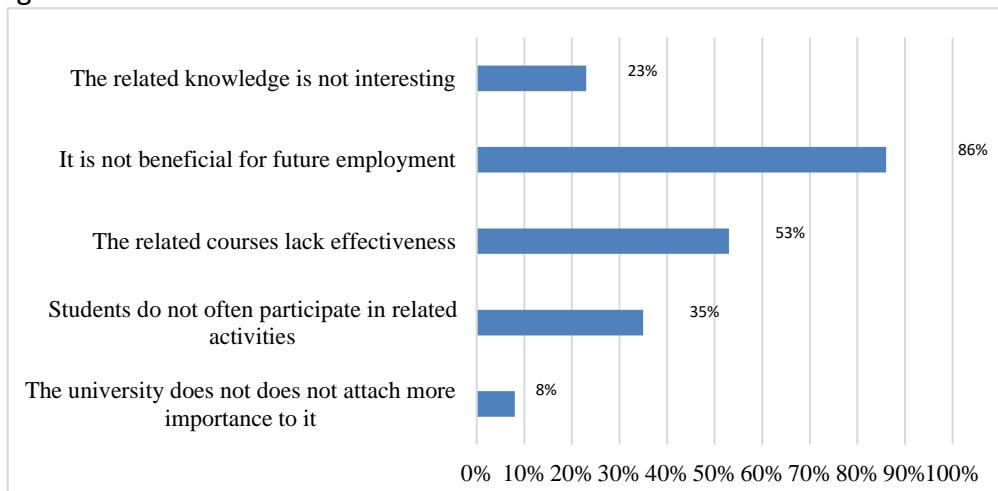


Figure 1 Factors affecting CSFM transmission

From Figure 1, it can be seen that the most impactful factor students think is that it does not offer much help in seeking future employment, followed by the lack of effectiveness of related courses and students' infrequent participation in related activities.

As is known, university is the main places of international students' daily learning and activities, and also the place for carrying out related activities. Teachers are one of the important sources for international students to learn Chinese culture. Combined with the ways in which international students perceive CSFM knowledge, it is found that the main channels for international students to acquire CSFM knowledge are Chinese teachers, counselors and professional teachers.

Table 4

Channels for international students to recognise CSFM knowledge

Items	Number of choices	Percentage (%)	Sequence
Chinese teacher	113	98.2	1
Counselor & professional teacher	110	95.7	2
Campus Activities	36	31.3	7
News media (newspapers, radio, television, & the internet)	71	61.7	3
Parents & friends	60	52.2	4
Social practice	57	49.6	5
Lectures	55	47.8	6
Other	23	20.0	8

From the data analysis, we can find that the factors that affect international students' CSFM spread not only include the university but also individual factors.

How is International Students' Attitude towards CSFM Transmission?

By investigating the international students' cognition on whether it is necessary for universities to advocate and publicize CSFM and the relationship between CSFM and life, the following data is attained. It is found that 97% of the international students believe that CSFM is closely related to life, and it is necessary to understand relevant knowledge and use it as a guide to promote personal growth and harmonious development of society. Moreover, 91.3% of them believe that it is necessary for the university to advocate and spread CSFM knowledge. What is more, 94% of the students think that the concept of CSFM is wonderful, worthy to promote worldwide. Totally more than 98% of the students believe that it is necessary for individuals to spread the CSFM knowledge and put relevant knowledge into study and life.

To further understand the students' individual differences in cognition as to whether it is necessary to advocate and publicize CSFM knowledge in universities. The Non-parametric Test was used to analyze the data. The statistical difference between genders, among nationality, academic qualifications and duration in China are analyzed respectively. Table 5 shows the details of international students' individual differences in cognition.

Table 5

*Non-parametric test of international students' individual differences in cognition
Test Statistics^{a,b}*

Group	Titles	N	Std. Deviation	Kruskal-Wallis H	df	Asymp. Sig.
Gender	Male Female	115	.466	1.930	1	.165
Nationality (region)	India Bangladesh Africa Myanmar Singapore	115	.466	1.492	4	.828
Academic qualifications	Bachelor Master PhD	115	.499	2.012	2	.366
Duration in China	1-6 months 7-12 months 13-24 months 25-36 months 36 months or more	115	1.152	22.437	4	.000

*. The p value is significant at the 0.05 level

It is found that between the variables of gender, there is no statistically significant difference. However, more male students think it is necessary to spread CSFM knowledge than female students.

Among the variables of nationality (region), no statistically significant difference is found, while students from Africa, Myanmar and Singapore generally believe that it is necessary to advocate and publicize CSFM. Students from these countries (regions) have a higher degree of cognition about the need to transmit CSFM, in comparison to students from Bangladesh and India.

About academic qualifications level, there is no statistically significant difference, but master and doctoral degree students' cognition on advocating CSFM knowledge is higher than that of undergraduates.

Statistically significant difference ($p=0.000 < 0.05$) is found for duration in China, that is, international students who have been in China for two years or more strongly believe in the need to spread CSFM knowledge. P value is 0.000 which is smaller than 0.05, indicating there is significantly difference among the variables. Table 5 presents breakdown of international students' individual differences in cognition of universities to promote and spread CSFM knowledge.

As more and more international students come to China to study, they will inevitably be exposed to Chinese cultural values while learning professional knowledge. How to correctly guide international students to understand and recognize Chinese values is one of educational goals, as well as the problems urgently needed to be solved by universities.

Through the study on the necessity of carrying out CSFM knowledge transmission for international students in universities, it is concluded that the majority of students believe that it is very necessary to carry out related activities. They said that by participating in activities, they can deeply learn and perceive fine traditional Chinese culture, and further understand the influence of Chinese values in the world. Combining CSFM knowledge and foreign cultures will help students from different countries communicate with each other and make progress together on a different cultural basis, and at the same time provide a useful reference for the spread of Chinese culture to the world. While cultivating international students' values, it can also increase their awareness of a community of destiny, and further enhance the penetration of Chinese culture, so that international students can improve their own moral quality and comprehensive quality while improving their professional knowledge and skills.

Discussion

The purpose of this study is to understand the current status of university international students' cognition on CSFM, the degree of cognition, factors affecting CSFM spread and their attitude towards CSFM transmission.

The International Students' Cognition of CSFM Knowledge

From the research results, we can see that the international students' cognition on CSFM is generally fair, while there are still some of the students do not know what is CSFM at all. On the one hand, it shows that cultural education of Chinese values on international students is not enough. On the other hand, it also reflects that there is still a certain gap of spreading Chinese culture.

The transmission of CSFM knowledge is an important measure to realize the sharing of the fruits of human civilization, and it is the promotion and development of fine traditional Chinese culture. As a medium of cultural exchanges between China and other countries, international students play an indispensable role in cultural communication. CSFM knowledge transmission to international students in universities is not only to promote the 'going out' strategy of Chinese culture, but also a carrier and support for enhancing Chinese cultural self-confidence. The process by which international students recognize and understand CSFM knowledge is also the process of Chinese culture 'going out'. Choosing appropriate channels to broaden the breadth of communication and increase the depth of communication can increase international students' understanding and recognition of Chinese values, thereby enhancing China's cultural soft power.

As there are big differences in the basic national conditions, values, cultural customs between China and the international students' countries, it is a long-term and arduous task to promote the international students to identify with the concept of CSFM, which needs to be promoted from different aspects.

As is known, concrete analysis of concrete situation is an important methodology of Marxism (Wu, 2021). In the process of promoting international students to identify with the concept of CSFM, the students of different nationalities should also be specifically analyzed, then their ideological trends can be accurately grasped. The education and guidance in different categories should be conducted according to different nationalities. For example, Vietnam, Laos and China are socialist countries and have long-term friendly cooperative relations. For international students from these countries, they can combine the history of socialist development and the laws of the development of human society to elaborate on the realistic inevitability of building a community with a shared future for mankind, thereby enhancing

theoretical recognition. For students from Malaysia, Indonesia, Singapore and other countries, according to the characteristics of the relatively large number of Chinese in these countries, it is possible to dig deeper into the touching stories of Chinese participating in the economic and social construction of these countries. In the traditional friendly exchanges, the realistic foundation of building a community with a shared future for mankind can be realized, thereby enhancing students' identification. In short, for international students from different countries, it is necessary to properly distinguish and seek common ground while reserving differences and choosing historical facts and examples. By grasping the students' characteristics and advancing orderly, their cognition on CSFM will be improved.

The Influencing Factor of CSFM Spread

From the results, it is found that besides the individual factors, university also influence the international students' cognition of CSFM in a certain degree. The universities play a vital role in cultivating excellent instructors, carrying out relevant and meaningful activities, and setting up high-quality courses and innovations (Bayuo et al., 2020). By improving the overall quality of the faculty, organizing various cultural and sports activities, and optimizing curriculum design, international students can be attracted to learn fine Chinese culture, and further strengthening recognition of Chinese culture. Moreover, international students must also actively participate in various activities organized by the universities, and learn related knowledge in multiple channels and ways, so that they can improve comprehensive literacy. Therefore, in the macro perspective, both university and individual influence international students' cognition of CSFM.

In university, textbook is the main carrier of teaching content and represents an important basis in teaching and learning (Hadar, 2017; Mithans & Grmek, 2020). It is an important guarantee for cultivating talented person. In order to provide international students with a comprehensive understanding of China, China offers a unified course of *Overview of Chinese Culture* for them. *Overview of Chinese Culture* systematically introduces Chinese traditional thoughts, traditional virtues, ancient literature, ancient science and technology, ancient architecture and folk customs. It is helpful for international students understand the splendid ancient Chinese culture. As socialism with Chinese characteristics has entered in a new era, China has actively promoted the construction of CSFM. The multilingual version of *Xi Jinping The Governance Of China (Volumes I, II, and III)* has been issued overseas in hundreds of thousands of volumes, arousing strong responses. Under such a background, the current teaching materials can be expanded, appropriately introducing the modern Chinese history and CSFM content in *Xi Jinping The Governance Of China*, so that international students can understand the history of modern Chinese people's struggle against imperialism and feudalism, and understand the background of construction of CSFM significantly. Therefore, improving the textbook system and expanding the teaching content can help to transmit CSFM to international students.

The International Students' Attitude towards CSFM Transmission

As more and more international students come to China to study, they will inevitably be exposed to Chinese cultural values while learning professional knowledge. Through the study on the necessity of carrying out CSFM knowledge transmission for international students in universities, it is concluded that the majority of students believe that it is very necessary to carry out related activities. They say that by participating in activities, they can deeply learn and perceive China's excellent culture, and further understand the influence of Chinese values

in the world. Combining CSFM knowledge and foreign cultures will help students from different countries communicate with each other and make progress together on a different cultural basis, and meanwhile provide useful reference for the spread of Chinese culture to the world. While cultivating international students' values, it can also increase their awareness of a community of destiny, and further enhance the penetration of Chinese culture, so that international students can improve their own moral quality and comprehensive quality while improving their professional knowledge and skills.

In view of some students do not often participate in the related activities, some methods can be used. That is to strengthen social practice and actively open second classrooms so that international students can have more real experience of CSFM. The first one is to organize international students to visit and inspect. China has a large number of educational resources such as the Chinese traditional culture base, history museums and exhibition halls. International students can experience the splendid and long-standing culture and the ever-changing changes in contemporary China up close. They can understand the historical friendship between China and other countries. The second one is to organize international students to conduct social surveys. Investigation and research is an important method of acquiring knowledge. For example, in southeast Asian countries, there are many historical relics related to China. The historical relics either reflect the friendly exchanges between ancient China and southeast Asian countries, or reflect modern China and southeast Asian countries fighting side by side against colonial rule. They contain important historical values and culture. Therefore, requiring southeast Asian students to investigate and research on these historical relics during holidays is conducive to improving their ideological understanding. The third one is to actively carry out cultural activities. Teaching through fun activities, with a touch of creativity is an effective teaching method (Kaur, 2014). The teachers can set themes around CSFM and hold a series of cultural activities such as singing, photography, calligraphy, and painting. By using such methods, the international students' interest in learning Chinese culture can be enhanced.

Conclusions

By investigating the international students cognition of CSFM, the conclusions are attained as a) the international students' cognition of CSFM is fair; b) the factors affecting transmission of CSFM are mainly students' opinion of unhelpful for future employment, ineffective course and students' inactive participation; c) international students have agreeable attitude towards universities' promoting and publicizing CSFM knowledge.

As there are big differences in the basic national conditions, values, cultural customs between China and the international students' countries, it is a long-term and arduous task to promote the international students to identify with the concept of CSFM, which needs to be promoted from different aspects. Therefore, in combination with the above conclusions, the following countermeasures and suggestions are put forward.

CSFM is not only an idea about the development of China and the world, but also a Chinese solution for global governance that can be put into practice. In the backdrop of complex and volatile international situation, the concept of CSFM will be recognized by more and more countries and regions. At the same time, it is of great significance for deepening the reform of the global governance system and improving governance capabilities. At present, the pandemic is still spreading around the world. This is a crisis and challenge that human society is facing together. It requires the concerted efforts and unity of all countries in the world to win the battle against the pandemic. The global fight against the pandemic has demonstrated

the great value of CSFM, and it is time to promote the recognition of CSFM. The study experience in China provides international students with an important opportunity to identify with CSFM. Therefore, the vision and mission of promoting international students to identify with CSFM is promising with substantial practical significance.

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