The Traditional Cultural Identity of University Students: A Systematic Literature Review

Liu GuangChao[1,2], Lee Yok Fee[1,3], Ratna Roshida Ab. Razak[1], Arfah Ab. Majid[1]

[1]Department of Government and Civilization Studies, Faculty of Human Ecology, Putra University, Malaysia, Selangor, 43400, Malaysia [2]School of Education, Ankang College, Ankang, 725000, China
[3]Email: leeyokfee@upm.edu.my

Abstract

Traditional culture reflects the characteristics and style of a nation and is the overall expression of various ideological cultures and ideological forms in the history of each nation. Identifying the traditional culture of the nation and the country is a process of building a cultural home and declaring cultural belonging, which is conducive to maintaining national unity and promoting national unity. As a frontier group of new technologies and ideas in society, college students are the leading group in promoting social progress. Therefore, enhancing the traditional cultural identity of contemporary college students is essential in promoting national culture's construction and development. This review analyzes the achievements and deficiencies of college students' traditional cultural identity research, including the related literature sorting and summary of the influencing factors and improvement methods of college students' traditional cultural identity. It puts forward some thoughts on the future research perspective of college students' traditional cultural identity, intending to provide Provide reference for improving the effectiveness of the cultivation of college students' traditional cultural identity.
Keywords: University Students, Identity, Traditional Culture, Systematic Review

Introduction

Culture is a spiritual power that allows people to recognize and transform the world (Tian, 2015). Existing in the history, production, and life of a country, the excellent part of it is the culture that can manifest the national spirit and the spirit of the times, which has been inherited through generations and influences the development of the whole nation, covering the excellent civilization achievements at the three levels of the material form, the immaterial form, and the ideological form, and whose cultural connotations are concentrated in the aspects of the moral norms, the value orientation, and the ideological character (Wu, 2019). In most people's opinion, cultural identity is what matters, "they usually define themselves in

terms of" ancestry, religion, language, history, values, customs and institutions (Huntington, 1993).

It can be seen that "cultural identity" refers to the recognition of what is most valuable to a nation over a long and long period of common activities. Without this cultural identity of a country or nation, the common spiritual home will lose its basis and foundation of existence and can hardly constitute its cultural superiority (Ning, 2014). As far as individuals are concerned, identification with the traditional culture of one's own country can help to enhance self-identity to prevent a crisis of identity due to the failure of integration and its detrimental effect on their physical and mental health (Lu, 2010). At the group level, in the context of globalization, identifying with one's own country's traditional culture can enable it to maintain its independence in the midst of global cultural confrontation, preventing it from being assimilated, swallowed up, and extinguished under unbalanced conditions (Yu & Zhang, 2014).

College students are the most representative intellectual group of modern youth and the successors of the country's future endeavors, and the growth and success of college students are related to the destiny of the whole country. The establishment of their own values, worldview, and life view, as well as the correctness or otherwise of their sources of reference, are of great significance. As the main body with a certain knowledge reserve and strong active cognitive ability, college students have the characteristic of connecting campus and society, and they also take the responsibility of national culture inheritance and innovation as a matter of course.

This literature review aims to sort out the traditional cultural identity of college students, and systematically summarize the existing literature on related topics in both English and Chinese to lay the foundation for further research and to find entry points and breakthroughs; at the same time, it also seeks for new research methodologies and strong evidence for the next part of the study. A comprehensive collection of research materials on college students' traditional cultural identity also avoids problems that have already been solved by previous researchers, thus increasing the value and significance of the new study. A systematic literature review not only learns and draws on the research experiences and achievements of previous researchers on this topic, but also gives this study more direction. Finally, the article also points out the future development trend.

Methods
Literature Retrieval Sources and Strategies
In order to include more comprehensive existing research results, the reviewer selected three different databases: web of science, Scopus, and CNKI. The web of science database is an internationally recognized database reflecting scientific research. A high-level database, including many academic journals with high impact factors. Scopus is more convenient and faster than most other literature search tools and includes 15,000 journals from 4,000 publishers. CNKI is currently the most prominent Chinese database in the world, and it also covers a wealth of literature resources. These databases ensure that the collection of academic literature is as comprehensive as possible while maintaining academic quality. These databases are also the primary source of literature for this research. While using these databases, the PRISMA method is also used. PRISMA stands for preferred reporting items for

systematic reviews and meta-analyses. It can be seen that this method is mainly used to improve the writing and reporting of systematic reviews and meta-analyses (David Moher et al., 2009). A systematic literature review was conducted using a methodology increasingly used in social sciences (Petticrew & Roberts, 2006). It conducts an analysis of, describes, and summarizes a refined conclusion based on data extracted from published studies (Armstrong, 2011). This approach helps people "accumulate knowledge through theoretical integration of fields from a range of research literature, and ultimately gain comprehensive insights into the problem, and is a practical and Rigorous research method and work method for both academia and practice."(Tranfield, 2003)

The Search Terms
Table 1
The Search Strings

Database	Keywords used	Findings
Web of science	(a) "traditional cultural ident* of college students," (b) "traditional cultural ident* of university students," (c) "conventional cultural ident* of college students," (d) "conventional cultural ident* of university students."	447results
Scopus	(a) "traditional cultural ident* of college students," (b) "traditional cultural ident* of university students," (c) "conventional cultural ident* of college students," (d) "conventional cultural ident* of university students."	467results
CNKI	traditional cultural identity of college students	344results

The research question of this paper is mainly to explore the practical path of college students' traditional cultural identity, so this paper selects keywords such as college students' traditional cultural identity to query. To ensure the completeness of this study, An extensive keyword search was conducted in the electronic science databases web of science and Scopus in March 2024. To capture all relevant literature, we used four English keywords. Also, as the asterisk wildcard is used, we expand our search to include related groups of characters: (a) "traditional cultural ident* of college students," (b) "traditional cultural ident * of university students," (c) "conventional cultural ident* of college students," and (d) "conventional cultural ident* of university students."

In the web of science database, Searches returned 447 documents: (a) 142 documents for "traditional cultural ident* of college students," (b) 313 documents for "traditional cultural ident* of university students," (c) 14 documents for "conventional cultural ident* of college students," and (d) 51 documents for "conventional cultural ident* of university students." A total of 520 documents were obtained, of which 73 were duplicate documents. In the Scopus electronic database, Searches returned 467 documents: (a) 131 documents for "traditional cultural ident* of college students," (b) 266 documents for "traditional cultural ident* of university students," (c) 19 documents for "conventional cultural ident* of college students, "and (d)51 documents for "conventional cultural ident* of university students." A total of 467 documents were obtained, of which 74 were duplicate documents. In CNKI, because the searched keywords do not have suitable synonyms, only a set of Chinese keywords are searched, and 344 documents are obtained. (Table 1)

The Criteria for Eligibility
Table 2
Criteria for Inclusion and Exclusion

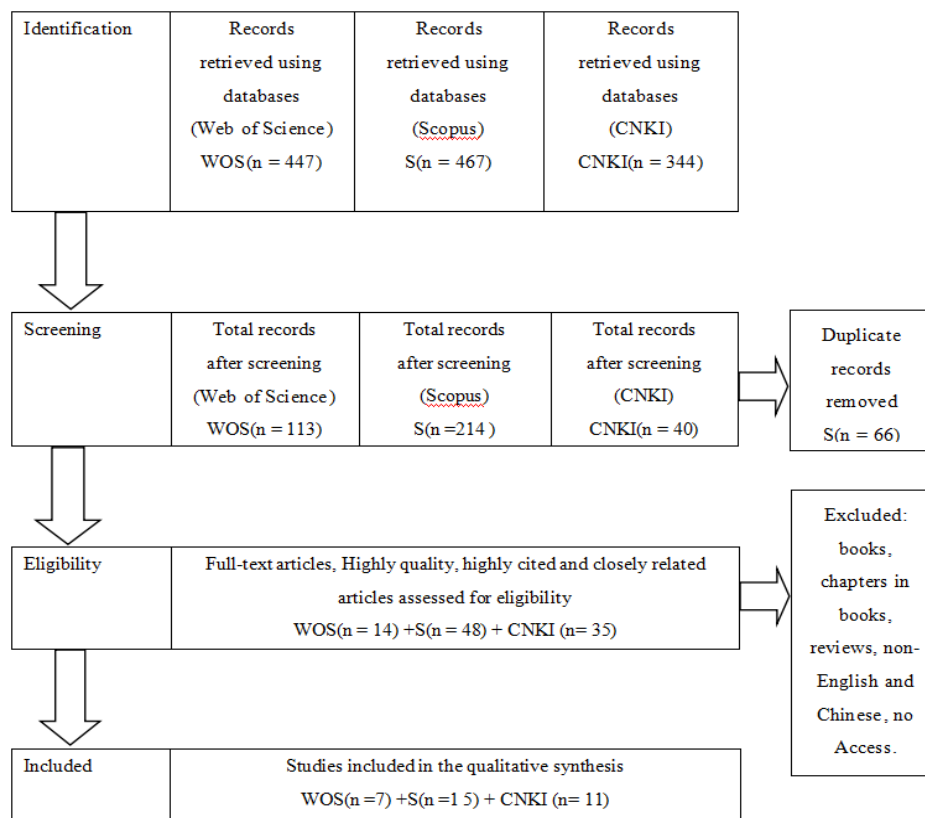| Database	Setting	Inclusion	Exclusion
Web of Science, Scopus, CNKI.	Year	2014-2023	Before 2014
	Language	English and Chinese	Non-English and Non-Chinese
	Article type	Article journal, published and very related thesis	Book series, book and chapter in book, monograph, review article
	Subject area	Social Sciences	Hard Science, Engineering, Mathematics

Inclusion criteria: (1) kinds of literature whose titles, abstracts, and keywords contain the keywords mentioned in the search strategy, and by reading the abstract and methodology sections of each literature, the kinds of literature whose text content is closely related to this review are selected; (2) The document type is a published journal article; (3) The writing language of the document must be English or Chinese; (4) The retrieval time range: The retrieval time range of both English and Chinese literature is from 2014 to 2023; (5) out of the consideration of quantity and quality, the English uses the Web of Science core set, and the Chinese literature selects two more influential academic journal source subsets of CNKI: China Chinese Social Science Citation Index and China Core Journals, these All are high-quality literature in Chinese and English journals. (6) Most of the selected papers are highly cited papers.

Exclusion criteria: (1) duplicate literature; (2) literature type: review articles, press releases, book series, book chapters, conference presentations, popular science; (3) journal papers in non-English or Chinese; (4) unable to Access to the full text or incomplete information; (5) The content of the text is not relevant to this review; (6) The publication time was before 2014. (Table 2)

Study Selection Process
First of all, we searched according to the keywords mentioned above, and the obtained literature may still be unrelated to the research topic of this paper. Therefore, we set the exclusion as mentioned above criteria for further screening, studied the abstract and conclusion and the research method, and deleted the article. Documents whose contents are not related to the analysis of college students' traditional cultural identity were downloaded, and the full text was downloaded. The specific process (Table 3) was shown, and 22 English and 11 Chinese documents were finally determined.

Table 3
Study Selection Process

Identification	Records retrieved using databases (Web of Science) WOS(n = 447)	Records retrieved using databases (Scopus) S(n = 467)	Records retrieved using databases (CNKI) CNKI(n = 344)	
Screening	Total records after screening (Web of Science) WOS(n = 113)	Total records after screening (Scopus) S(n =214)	Total records after screening (CNKI) CNKI(n = 40)	Duplicate records removed S(n = 66)
Eligibility	Full-text articles, Highly quality, highly cited and closely related articles assessed for eligibility WOS(n = 14) +S(n = 48) + CNKI (n= 35)			Excluded: books, chapters in books, reviews, non-English and Chinese, no Access.
Included	Studies included in the qualitative synthesis WOS(n =7) +S(n =1 5) + CNKI (n= 11)			

Results
   The research content is different in this English and Chinese literature, which is also reflected in the differences in national conditions and national systems. Nevertheless, they have joint research on topics related to the traditional cultural identification of college students. Most English papers focus on analyzing cultural values and research cultural orientation, identity development, and cross-cultural cultural choice in education. The Chinese paper highlights the causes of the crisis of university students' traditional cultural identification, the role and significance of cultural identity, and the research on traditional cultural identity education strategies. The following are categorical statements, and Tables 4 and 5 summarize the questions, goals, and conclusions raised by each study.

Results of English Literature Review

Table 4

English Literature Data Extraction Form for Studies Included

Author	Problem and Objective	Methodology	Discoveries
Melissa L.Morgan Consoli & Jasmin D. Llamas, 2013	**Problem:** While many Mexican Americans display well-being despite adversity, little is known about the strengths that may help them counter these negative influences. **Objective:** Studying how traditional Mexican-American cultural values (family, traditional gender roles, religious beliefs, and respect) influence resilience among Mexican-Americans.	Study design:Mixed methods Data collection: Surveys, including demographics, resilience scales, and cultural values scales Subject: Mexican American college students Location: University in America	The results indicate that Mexican American cultural values provide strength for overcoming adversity.
Moazzam a Naseer et al., 2014	**Problem:** Our social values and customs have been damaged by cable operators. **Objective:** Find out how international channels have affected people's cultural patterns, and what respondents think about the impact of media on identity.	Study Design: Quantitative, survey. Data collection: Questionnaire Subject: Sargodha and Bahauddin Zakariya students Location: Universities in Pakistan.	International media strongly influence youth in a negative direction. As a result of frequent exposure to international channels, young people's lifestyles and identities are influenced greatly.
Dafina Lazarus Stewart, 2014	**Problem:** A major challenge for racially minoritized students who attend predominantly White institutions is to consider questions of identity in an environment not designed to support them. **Objective:** Research explores how Black student communities construct racial identity and socialize community members regarding racial identity expectations.	Study design:qualitative Data collection:individual, in-person, semi-structured interviews Subject: 13 Students of traditional age who are Black Location: Three Universities in the Midwest, America.	College administrators and educators should pay more attention to how on-campus student populations affect racial identity as a result of cultural artifacts, promoting acceptance of racial heterogeneity within black youth communities.
Yoi Tibbetts, etal., 2018	**Problem:**The norms of independence espoused by American institutions of higher education can be perceived as threatening by many FG students who have been raised in working-class communities espoused with more interdependent values. **Objective:** It examines cultural mismatch theory in the understudied context of 2-year colleges and examines whether a values affirmation intervention can be effective for FG students there.	Study Design: Mixed research method Data collection: survey Subject: Course instructors and first-generation college students (students for whom neither parent has a 4-year degree) Location: Midwestern state, America.	To fully explore the potential of future VA interventions, we need to understand higher education and the students we intend to serve in order to maximize the potential of cultural mismatch theory.

Simon Ozer, etal., 2019	**Problem:** As sociocultural change accelerates, identity development becomes increasingly challenging. **Objective:** This study explored the interplay between a cultural orientation, the development of personal identity, and the development of psychological well-being during the process of globalization-based acculturation in Ladakh, a northern Himalayan region in India.	Study Design: Quantitative. Data collection: questionnaires Subject: 17 to 28 year old Ladakhi college students. Location: Ladakh's largest city, Leh, and India's capital, Delhi	Cultural endorsement and psychological well-being were mediated by both exploration of identity and commitment. Among indigenous non-Western emerging adults exposed to cultural globalization, personal identity plays a crucial role.
Dimitris Tsipianitis etal., 2019	**Problem:** Age does not determine adulthood, and the definition of adulthood is directly related to the social and cultural environment where people live. **Objective:** The purpose of this study is to examine emerging adulthood in undergraduate college students as well as in Greek culture.	Study Design: Quantitative, Data collection: the survey online. Subject: 205 University students from Electrical and Computer Engineering Dept. Location: University of Patras, Greek	Cultural beliefs about socialization and relationships affect the meaning and development of emerging adulthood. The maturation period for emerging adults can be shortened in more traditional, non-western cultures.
Oksana N. Subocheva et al., 2019	**Problem:** New perspectives that have appeared through the information society development are ambiguous and contradictory and can provoke a crisis of personal and collective identity of a modern young person. **Objective:** The problem of formation of a socially important ideal for the further stable existence of society, as well as the search for positive meanings in the process of individual self-actualization.	Study Design: Qualitative, Data collection: Interview, Secondary data. Subject: the Moscow high schools' students Location: in Moscow, Russia	The foundation of the student youth value paradigm is formed by values such as health, family, and economic well-being. The youth's value paradigm combines information society and traditional social values at least multifunctional.
Dan Zhu & Xunyi Lin, 2022	**Problem:** The excellent and backward ideas in Chinese traditional culture are not always understood or known by college students and they have a difficult time determining whether foreign cultures are positive or negative. **Objective:** This article examines the methods by which college students identify themselves with traditional cultures from a theoretical perspective.	Study Design: Quantitative. Data collection: Questionnaire. Subject: college students Location: Universities in Fujian, China	Emotional identity, ideological identity, cognitive identity, and behavioral identity are all linked through an intermediary chain reaction. Motivating students' behavior identity based on the Chinese traditional culture and intensifying their practice of it.
Brenda C. Gutierrez & Campbell Leaper, 2022	**Problem:** Mexican culture has a homogenous patriarchy, but existing Mexican-American women are not like that, many of whom separate traditional gender values from their cultural framework. **Objective:** Testing whether Mexican-heritage women who reject traditional gender values must also disavow other	Study Design: Quantitative, Data collection: the survey online. Subject: Mexican-heritage women who are studying at a university in the U.S. Location: America	A significant number of young women of Mexican heritage today disavow many of the traditional gender values that have long been considered a core part of their culture by others, and they do so

	cultural ties (e.g., practices, identities) in order to highlight the heterogeneity of Mexican culture within the United States.		while maintaining strong ethnic identities in the process.
Qian Sima & Shan Wu, 2022	**Problem:** A serious threat is posed to the traditional Chinese culture as a result of the introduction of western cultural values into China. **Objective:** To examine the attitudes of Chinese college students in regard to traditional culture, as well as to investigate the current state of traditional culture education for college students.	Study Design: Quantitative, Data collection: survey and questionnaire. Subject: Students from five Chinese universities Location: Shanghai and Kunming, China.	Effective ways of cultural education are: visiting and learning, commemorating traditional festivals, online publicity, giving lectures and reports, teaching courses, etc.
Rymshash Kameshovna Toleubekova Et al., 2022	**Problem:** People were raised according to communist ideals without taking into account their diverse cultural and national backgrounds. Thus, many people lost sight of their cultural roots. **Objective:** By studying an Ethnopedagogy elective course, master's students majoring in Education will be examined to determine whether their attitudes towards traditional Kazakh values change.	Study Design:Quantitative, Datacollection: Questionnaire Subject: Students majoring in Education at S. Toraighyrov Pavlodar State University and L.N. Gumilyov Eurasian National University Location: two universities in Kazakhstan	Kazakhstani university students in the experimental group showed positive attitudes towards traditional values, and the content of pedagogical education should emphasize national and cultural components.

In the Melissa L. and Jasmin D. study, the two investigators used a mixed approach: a demographic questionnaire, the Resilience Scale, the Mexican American Cultural Values Scale, and two open-ended questions on overcoming adversity and cultural values. 124 Mexican-American college students self-identified as Mexican-Americans were surveyed online to investigate the role of cultural values in resilience. They identified themes of traditional Mexican-American values, including Familismo, Religiosidad, Perseverance, and Respeto comprise national identity. Also, They emphasized how Mexican-American cultural values provide strength to overcome adversity (Melissa & Jasmin, 2013).

In the study of Moazzama Naseer et al., they analyzed cultural imperialism, examining people's perceptions of international media, which are using different channels to break people's cultural boundaries and shape the ideas and dreams of private citizens, Influence people's language, long-term influence on a traditional way of thinking and values. The intellectual class and youth, the true representatives of the culture, first bring about change and then permeate it into society. Through a survey of 150 students from three universities in Pakistan, the paper finds that international media has a strong negative impact on adolescents. These channels play an important role in substituting for Pakistani culture with other kinds of cultures and changing the Pakistani people's way of life and language (Moazzama et al., 2014).

Another study was about racial identity. The researchers selected 13 black students from three colleges and universities as the research subjects. Three colleges also have some differences: one mainly white student and two historically black students. Consideration should be given to factors such as the role of internal community pressure and the discussion of racial identity held by students in a manner dominated by racial representation, and the intersection of inherent racism and sexism, the conclusion states that there is a need to promote acceptance of racial heterogeneity. These findings suggest that university administrators and educators should pay closer attention to cultural production by-products, such as the racial identity that comes with on-campus student communities (Dafina, 2014).

In Yoi Tibbetts et al.'s research, the research is also a value-related topic. They targeted first-generation (FG) college students (Students whose parents are not 4-year degree holders) because FG college students felt that their values did not match those implicit in higher education institutions and that they had a sense of belonging or "adaptation" problems (Stephens et al., 2012). On these two-year FG campuses, this study examined whether value-affirming interventions (i.e., those which address identity threats and belonging) are effective. According to the findings, 2-year institutions may differ from traditional 4-year institutions in terms of norms and motivations for FG students. That said, FG students may have more in common with the cultural context of 2-year colleges in terms of their study motivations. According to our current sample, FG students felt better matched to their colleges when reflecting on their interdependent values, and this may support the effectiveness of value-affirming interventions (Yoi Tibbetts et al., 2018).

Research by Simon Ozer et al. investigated young university students experience acculturation in the Ladakh region of the North Indian Himalayas during globalization , resulting in the development of their cultural orientation, identity, and mental health. Using a sample of 487 Ladakh university students who are ranging in age from 17 to 28, They are 72.9% of women studying in Leh and 48.0% of women studying in Delhi, the researchers completed a study on personal identity development, cultural orientation, and psychological health Self-Report Questionnaire. The researchers found no direct relationship between local Ladakh cultural identity and mental health. Moreover, the relationship between cultural recognition and mental health appears to be mediated by both personal identity exploration and commitment, with recognition of traditional Ladakh and Indian cultural streams being associated with identity commitment and indirectly with mental health, with implications for the global West. Cultural streams are associated with identity exploration and indirectly with mental health. The results demonstrate the importance of personal identity among emerging adults from indigenous non-Western cultures (Simon et al., 2019).

Another study was conducted on 205 Greek Electrical and Computer Engineering students from the University of Patras. From previous research conclusions: late adolescence to mid-twenty-five years of a person's life as emerging adulthood (Arnett, 2000). Researchers believe that in-between sensations, self-focus, instability, possibility, and identity exploration, are all characteristics of this unique developmental period. Culture's beliefs and norms regarding socialization and relationships may influence early adulthood's meaning and developmental patterns, the meaning of which is directly socially and culturally related. Non-Western cultures with more traditional cultures may have had shorter early adulthoods, or no

early adulthood at all, because these cultures are tendency to emphasize practices that lead to earlier transitions to adulthood (Dimitris et al. 2019).

In the article by Oksana N. Subocheva et al., the dynamic process of changing the value paradigm of college students' youth values is discussed. Technological progress, virtual environment, and globalization have exacerbated the compatibility problems of different civilization models and cultures. The main problem is that the new perspectives emerging through the development of the information society are ambiguous and contradictory and may trigger a crisis in modern young people's individual and collective identity. The researchers investigated the values of Moscow high school students of the Moscow Branch of the Russian Institute of International Tourism and Moscow Bauman Moscow State Technical University, and based on the research results of domestic and foreign scientists from the United States, China, and Kazakhstan, the value system of young people in the information society was investigated. Changes were analyzed comparatively. They believe that the value paradigm of adolescents is at least multifunctional, a combination of information society values and traditional values. Finally, it is concluded that health, family, and economic well-being are the fundamental values of young students (Oksana et al., 2019).

Another study highlights a study of the psychological changes that occur in college students who receive cultural identity education. Dan Zhu and Xunyi Lin used a questionnaire survey method to obtain 1119 valid samples from thirty universities of Fujian Province. A theoretical framework of "cognitive identity-emotional identity-ideological identity-behavioral identity" was established and data was analyzed and tested. Cognitive identity was found to have a significant positive influence on behavioral identity; Strengthen college students' behavioral identity; cognitive identity stimulates behavioral identity and benefits from ideological identity; In the context of emotional identity, ideological identity, cognitive identity, and behavioral identity, there is an intermediary chain reaction (Dan & Lin, 2022).

In a study by Brenda C. Gutierrez & Campbell Leaper, the issue of gender values among young Mexican-American female college students attending American universities was highlighted, primarily to test whether Mexican-American women who rejected traditional gender values rejected other cultural ties (e.g., customs, identity), to demonstrate how Mexican culture is heterogeneous within American culture. The test results: Mexican cultural practices are not necessarily associated with traditional gender values, as some previous views have suggested. Mexican-American women maintain ritual and cultural immersion, as well as a strong ethnic identity while rejecting traditional gender values (Brenda & Campbell, 2022).

Qian Sima and Shan Wu's research used questionnaires to evaluate 300 college students from five universities, which are including Fudan University, Shanghai Jiaotong University, Kunming University of Science and Technology, Yunnan University, and Yunnan Normal University. Attitudes of traditional culture surveyed the current state of their education in traditional culture and surveyed the traditional culture education approach supported by students. Finally, it is concluded that about 28% of university students believe practical activities like visiting, learning about, and celebrating traditional festivals are an effective way to learn about traditional cultures,, accounting for the most significant proportion. Likewise, 19% of students suggested online advocacy, 16% thought lecture presentations were significant, and 12% advocated teaching courses. Besides that, about 23%

of students choose other ways, such as seminars, the establishment of Chinese cultural festivals, and the establishment of cultural associations (Sima & Wu, 2022).

The last English literature study also highlighted the issue of traditional cultural values. Rymshash et al. developed a questionnaire to determine the attitudes of Kazakh college students towards these values, 119 students were split into two groups, with 59 students in the experiment group (those enrolled in the ethno-pedagogy course), and the remaining 60 in the control group (those enrolled in the control course). The survey was done twice: before and after the course. As a result, there was no statistically significant difference between the experimental and control groups in the first survey found by the researchers. The second survey revealed positive changes in the experimental group's attitude toward traditional Kazakh values. In contrast, in the control group, the results remained roughly the same as in the first survey. It was finally concluded that it is necessary to strengthen the ethnic and cultural components of the content in the teaching and education of the Republic of Kazakhstan (Rymshash et al., 2022)

Results of a comprehensive analysis of the English literature highlight the importance of cultural values, personal identity, and cultural beliefs (Moazzama et al., 2014; Yoi Tibbetts et al., 2018; Simon et al., 2019; Dimitris et al., 2019). The value paradigm of current college students is the combination of information society values and traditional values (Oksana et al., 2019). Although the international media has had a negative impact on the values and thinking styles of college students (Dafina, 2014), college educators can guide their identity by focusing on the campus student community (Yoi Tibbetts et al., 2018). Meanwhile, it is also necessary to strengthen national and cultural education (Rymshash et al., 2022). There are various ways of this kind of education, such as practical activities, online publicity, lecture reports, and teaching courses (Sima & Wu, 2022)

Results of Chinese Literature Review
In Chinese literature,College students' identification with traditional culture is mainly determined by their scientific and reasonable abilities to recognize, comprehend, and accept traditional Chinese culture, to inherit traditional Chinese culture consciously, to keep pace with the times, and to develop innovatively (Ning, 2018). Chinese traditional culture can be defined as the sum of material, institutional, and ideological cultures that the Chinese people have passed down from one generation to the next. A cultural system with Confucianism as the core has gradually formed in the long-term historical development process. It also covers all aspects of human life (He, 2016), what needs to be emphasized here is that university students' traditional Chinese cultural identity refers to their excellent traditional culture, which represents the essence of Chinese culture. Content that increasingly demonstrates its unique value (Yang, 2018).

About the Status Quo of College Students' Identification of Traditional Chinese Culture
The study of the status quo of college students' identification with traditional Chinese culture has been a hot spot of researchers' attention in recent years and has been analyzed in the literature in recent years. Wang Lei et al. used questionnaires, data analysis, expert interviews, and other methods to conduct a more systematic study. The results of the study show that at present, college students in traditional Chinese medicine colleges and

universities are not optimistic about their mastery of the basic knowledge of traditional culture; they have expressed their willingness to learn traditional culture, but there is no effective method; their "contribution" to school education; they do not have any significant preference for the selection of traditional cultural elements in their life, while their scores on the traditional culture's influence and development prospects scored high (Wang, 2016).

Zhang Wen conducted a questionnaire survey on four grades of students in Wuyi College from 2013-2016 and quantitatively researched the current situation of traditional culture of contemporary college students in terms of identity, cognition, and the status of traditional culture education in colleges and universities, and the results showed that current college students have a certain sense of identity towards traditional culture, but the cognition and the current status of education in colleges and universities are not optimistic (Zhang, 2017). Li Yuejin and Zheng Qiujuan conducted a questionnaire survey on "the status of the identity of Chinese excellent traditional culture" in three colleges and universities in Changzhou City, the results show that: contemporary college students have a basic understanding of the values of Chinese excellent traditional culture, but their understanding of Chinese excellent traditional culture is not deep enough, and their understanding of the classification of Chinese excellent traditional culture also varies greatly. There is also a great difference in the understanding of the classification of culture, and they recognize the Chinese excellent traditional culture through books and classrooms (Li & Zheng, 2018).

Chen Liqun conducted a questionnaire survey on college students in five universities in Guangxi and found that college students' overall cognitive level of traditional Chinese cultural values is high, but their knowledge structure is relatively weak; the teaching of traditional culture classes has major deficiencies; and the ways and platforms of cultural education are relatively single (Chen, 2019). Jane Zhenrui conducted an empirical survey on college students in nine colleges and universities in Beijing from four dimensions: physical form, daily use form, ideological form, and behavioral performance, and he found that: college students' traditional cultural identity is at a relatively good level, but their ideological identity is relatively low, and it is not well transformed into concrete actions (Jian, 2020).

Bai Jie conducted a questionnaire research on college students of four public security colleges, namely, the People's Public Security University of China, the China Criminal Police College, the Shandong Police College, and the Railway Police College, and she pointed out that: current college students of public security colleges fail to clarify the difference between excellent traditional culture and traditional culture, and identify with the influence of traditional culture, but their mastery of traditional cultural knowledge needs to be improved; and further showed that: Excellent traditional culture has a positive effect on cultivating preparatory police officers and carrying out public security work (Bai, 2021). The definition of college students' identity of Chinese excellent traditional culture is a prerequisite for further research. Contemporary college students are the pioneers of the times, and they still have certain problems with the identity and inheritance of Chinese traditional culture, which must be properly guided to make them consciously practice their own culture and establish their cultural confidence, to promote their overall development (Ning , 2021).

Paths for Cultivating College Students' Traditional Cultural Identity

Many scholars have proposed solutions from different perspectives to the problem of enhancing the identification of university students' traditional Chinese culture under new situations and circumstances. From the perspective of network media in the information age, Lu Quanxin and Yang Shao'an emphasized that network culture leads to the weakening of college students' identification with mainstream culture, resulting in the loss of ideals and beliefs and the deviation of values. Lack of responsibility. They believe that the path to eliminating the cultural identity crisis of university students should be: to strengthen the construction of network culture and optimize the network cultural ecology; innovate the construction of campus network culture and enhance the cultural identification of university students; strengthen traditional cultural education to promote cultural awareness and self-confidence of college students; focus on cultivating the network of college students Moral self-discipline and sense of responsibility (Lu & Yang, 2014). Wang Dongliang and Long Boyu supported the conclusions of Lu Quanxin and Yang Shaoan. They proposed that in the era of network globalization, the cultural identity of college students presents the coexistence of openness and challenges, the coexistence of cultural watchfulness, and cultural "exile". The characteristics of multicultural pursuit and institutional culture coexist. In this context, we must improve the supply of online cultural products, enhance the cultural identification ability of college students, enhance their awareness of the legal system of the Internet, and improve the mechanism of cultural identity (Wang & Long, 2018).

In response to the problems and advantages of the short video boom, Wang Mengsu proposed a strategy to combine the short video platform with cultural identity. The specific proposals are: the short video platform and the ideological and political classroom jointly launch a creative challenge on the topic of promoting the excellent traditional culture of China, to attract college students actively participate in the dissemination of the excellent traditional culture of China; introduce high-quality short videos into the classroom of ideological and political courses, Make the videos of the excellent traditional culture of China active in front of college students; use short videos to let Chinese excellent traditional culture go abroad, show the authentic charm of the excellent traditional culture of China to the world, and enhance the fundamental motivation for college students to participate in the dissemination of Chinese excellent traditional culture (Wang, 2021).

According to Xie Shoucheng and Cheng Shibo, from the perspective of a college education itself, universities and colleges need to promote classroom teaching as their primary method of education, integrate the excellent traditional culture of China into the curriculum and education textbook system, change the education method, and optimize the teaching content; The primary position is to integrate the core-value of traditional excellent culture into the cultivation of university spiritual culture, and establish a scientific campus culture communication system; take cultural practice activities as the carrier, carry out Chinese traditional culture self-cultivation activities, and care for the traditional virtues of society, carry out crucial traditional festival celebrations, and promote college students to practice their home and country feelings, to improve college students' awareness, recognition and practice of traditional culture (Xie & Cheng, 2015).

From the perspective of the development characteristics of the culture itself, Li Gang analyzed the main difficulties and countermeasures of identifying the excellent traditional

Chinese culture of college students who are in the stage of rapid transformation in Chinese society. Create a long-term mechanism for college students' traditional cultural identification, enrich the content and form of college students' traditional cultural identification, and improve the collaborative mechanism of college students' traditional cultural identification education (Li, 2016). Jian Zhenrui's research has confirmed that comprehensively coordinating the multi-dimensionality of traditional cultural identity, giving play to the synergy of multiple subjects in traditional cultural identity, and attaching importance to cultivating college students' subjectivity to traditional culture are three measures to enhance traditional cultural identity (Jian, 2020).

Some scholars also believe that only by fully understanding and mastering the characteristics and laws of contemporary college students' psychological development and perfecting the psychological identification mechanism of Chinese excellent traditional culture can contemporary college students learn, comprehend, inherit, and carry forward the essence of the excellent traditional culture of China. Based on this, Liu Xiaojie (2016) proposed improving the psychological identification mechanism of contemporary college students' excellent traditional Chinese culture. Cognitive characteristics must be followed and the rational identification mechanism must be fully utilized; the emotional characteristics must be grasped and the emotional identification mechanism must be fully utilized; Put full emphasis on the characteristics of will and belief, and prepare the belief guidance mechanism in accordance with those characteristics, Practice strengthening mechanisms should be fully utilized. Similarly, Yang Chenxi (2017) also believes that to strengthen the identification of young people with Chinese excellent traditional culture, we must start with the psychological mechanism of identification and follow the sequence and characteristics of cognition. In addition, it is proposed that to strengthen the recognition of China's excellent traditional culture among young people, the joint role of family, school, and society should be brought into play to improve the school's excellent traditional culture dissemination environment and to strengthen the interaction between popular culture and excellent traditional culture.

College and university courses in ideological and political theory are the main vehicle for college students to learn about ideology and politics. Integrating exceptional Chinese traditional culture into colleges and universities' courses of ideology and politics can promote excellent Chinese traditional culture education (Liu, 2018). In an analysis of the potential integration of exceptional Chinese traditional culture with political and ideological theory courses in universities, Yang Liyan argued that by optimizing the teaching system, the path towards integrating Chinese exceptional traditional culture with political and ideological theory courses in universities can be optimized, and as a way to enhance students' interest in learning as well as ensure that the integration of the two is achieved, the practical activities should be enriched and the benefits of the network should be fully utilized after class (Yang, 2017). Wang Yue also started from the practice of ideological and political education and proposed feasible paths such as enriching the carrier forms to enhance perceptual identification, innovating communication methods to promote rational identification, and promoting cultural integration to enhance rational identification (Wang, 2022).

By integrating these Chinese documents, it can be known that college students lack knowledge of traditional Chinese culture ((Li & Zheng, 2018; Cheng, 2016; Chen, 2019), and their psychological identification with traditional cultural values are related to their actual

actions. There are differences (Zhu, 2015). School education has a specific contribution to traditional cultural identity (Wang et al., 2016). However, it lacks an excellent cultural atmosphere (Lu, 2014), and the platform and means of cultural education are single (Chen, 2019).

For the factors that influence the traditional cultural identity of university students, the following aspects can be identified: the impact of global multiculturalism and new media (Qi, 2016; Cui, 2016), school education (Jian, 2020; Fang, 2022; Zhou, 2017), Family influence (Dong et al., 2013; Jian 2020), economic and social development (Cui, 2016; Fang, 2022), some researchers also take gender, major, ethnicity and political outlook as the voices of college students' identification of traditional culture factor (Ni, 2016), but the factor most emphasized by most researchers is school education.

In terms of school education, to enhance the traditional cultural identity of college students, innovating the construction of campus network culture is necessary (Lu & Yang, 2014), and improve the school's traditional cultural communication environment (Yang, 2017), and use short video platforms as a means (Wang, 2021) to improve the ability of university students to identify traditional culture (Wang & Long 2018), and integrate exceptional traditional culture content into the curriculum (Xie & Cheng, 2015). In addition, it is necessary to strengthen the research on identification laws (Li, 2016), follow the characteristics of cognition (Yang, 2017), and identify traditional culture through cognitive, emotional, ideological, and behavioral identification (Dan & Lin, 2022). to improve the psychological mechanism of university students' traditional cultural identity (Liu, 2016). Moreover, play a joint role in the school, family, and society (Yang, 2017).

Discussion

Research on cultural values and identity has become a topic of concern for researchers in today's globalized world. There are particular reasons: frequent international exchanges, cultural conflicts, and the ruling party's attention. Existing studies have pointed out that although people's identification with traditional culture has improved, it still needs to be improved, especially for the college students, the backbone of future national construction. The results of this review found that value identification is the core part of the spiritual consciousness of contemporary college students. It affects the overall ideology and ideological level of college students. It not only affects personal development but also significantly impacts the future development of the entire country, nation, and society. At present, young people are challenged in constructing identity and determining values. University educators should guide and cultivate the personal identity of college students.

Many researchers have also researched this topic, summed up the importance of cultural values and identity, described the problems existing in the traditional cultural identity of university students, analyzed the relevant factors affecting the traditional cultural identity of university students, and are also actively exploring this topic. These researchers used different research methods, such as questionnaire surveys, document interpretation, comparative studies, and case studies, but lacked the depth and breadth of research. In particular, most relevant Chinese literature stays at the level of description and superficial analysis of the status quo or meaning, which is rather vague. Most of the countermeasures and methods proposed based on this analysis are general ideas in the form of enumeration

and title. There are few specific measures for operability, lack of systematicness and integrity, and lack of empirical support. Therefore, to make up for this gap, this paper proposes to use intangible cultural heritage education as a path to enhance the traditional cultural identity of university students. In the new era, with information technology as the background, the creative transformation of intangible cultural heritage can be better completed to enhance college students' cultural awareness and self-confidence.

This study is consistent with previous studies and highlights the role of school education factors in enhancing the traditional cultural identity of college students. The difference is that this study focuses more on intangible cultural heritage education in universities. Intangible cultural heritage is an essential part of exceptional traditional culture and contains a unique national spirit and cultural values. Through intangible cultural heritage education, it will stimulate college students' awareness of traditional cultural identity. The content not mentioned in the literature involved in this review is the creative transformation of intangible cultural heritage. There are few papers on improving the traditional cultural identity of college students through intangible cultural heritage education. Therefore, this proposition is also an innovation of this paper. The use of intangible cultural heritage education methods Examining the traditional cultural identity of college students is also an academic gap. The focus of this systematic review is to summarize the different ways and means used in the school education process to enhance students' traditional cultural identity and summarize practical methods to enhance college students' cultural identity. This systematic review not only achieved the research goals but also pointed out further research directions.

Although this review summarizes the findings and infers further research priorities, there are limitations. First, in terms of research design, most of the included studies were cross-sectional studies with short duration and no follow-up studies. Secondly, from the perspective of research methods, most research is primarily judgmental research, and a greater emphasis should be placed on empirical research.. Although some studies have adopted empirical research methods such as questionnaire surveys, the questionnaires are often not considered comprehensively, and the selection of samples is not objectively representative and more arbitrary. Also, we only use English and Chinese search terms. As a result, we missed articles in other languages, suggesting gaps in our research.

Conclusion
Cultural identity constitutes people's ideological system and guides people's values and daily behavior. The cultural identity of college students also plays a role in enhancing national cohesion and maintaining social order. It is not only related to personal self-cultivation but also affects the construction and development of the country and the rise and fall of the nation. In the process of modernization, college students inevitably encounter a crisis of cultural identity. Therefore, in the new era, educating students about national cultural traditions in universities should be emphasized, cultivating the cultural consciousness of college students, and continuously enhancing their sense of national cultural identity and belonging are the current challenges that are the essential mission of higher education.

This review integrates the questions existing in the traditional cultural identity of university students, such as the lack of moral awareness and social responsibility of college

students and the lack of ideals and beliefs. The relevant influencing factors are analyzed. For example, multiculturalism has led to psychological confusion and confusion among college students, and the media has destroyed their social values and customs. At the same time, this review also integrated the strategies of previous researchers. The results of the research confirmed that school education has a significant influence on the cultural identification of Chinese college students. Therefore, it is recommended to find more practical ways to improve college students' traditional cultural identity under the policy guidance of the state and the ruling party. In addition, the study shows that social media plays a positive role in the construction of college student's cultural identity, so the government and educational institutions can make full use of the new media platform to strengthen the dissemination of traditional culture and enhance the cultural self-confidence of young groups. At the same time, this study not only enriches the theoretical discussion on the cultural identity of youth groups, and provides a new perspective for the study of cultural belonging of college students, but also provides practical guidance for the design of cultural programs in colleges and universities. Based on the findings of this study, colleges and universities can incorporate local cultural elements into their curricula to enhance students' understanding and identification with traditional culture. The findings of this study not only deepen the knowledge of the mechanism of cultural identity of contemporary college students but also provide an essential reference for cultural education in colleges and universities and social-cultural heritage.

In addition, in terms of future research, this review has the following suggestions: First, in terms of research design, it is necessary to start with longitudinal follow-up studies and more high-quality empirical studies. Secondly, we can begin with intangible cultural heritage. Intangible cultural heritage carries a rich history and profound cultural accumulation, which plays an essential role in inheriting the national spirit and enhancing cultural identity. Taking intangible cultural heritage education as an intervention method, discussing the specific implementation methods in the process of intervention so that improving the traditional cultural identity of college students not only stays in theory but also manifests in practice.

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