

THE TRADITIONAL CULTURAL IDENTITY OF UNIVERSITY STUDENTS —A SYSTEMATIC LITERATURE REVIEW

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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.

Key words: university students; identity; traditional culture; systematic review

1. INTRODUCTION

As a kind of spiritual power, culture can be transformed into material power when people understand and change the world. (Tian, 2015) Traditional culture is a national society's survival, production, and way of life within a certain period. The significant part is the culture that can demonstrate the national spirit and the spirit of the times, and has been passed down from generation to generation and affects the development of the entire nation, covering material forms. The outstanding achievements of civilization at the three levels of non-material form and ideology and their cultural connotations are concentrated in the aspects of moral norms, value orientation, and ideological character. (Wu, 2019) Most people consider their cultural identity to be the most meaningful thing they have”, they always rely on concepts such as ancestors, religion, language, history, values, and customs to define themselves”. (Huntington, 1993) It can be seen that cultural identity represents a recognition of what makes a nation unique based on the long-lasting bonds that people have formed in their community. Furthermore, cultural identity is a country's most important soft power. In the absence of cultural identity, the shared spiritual home will lose its cultural foundation and cultural heritage, making it even more difficult to form cultural advantages. (Ning, et al., 2014) From an individual level, the identification of the nation's traditional culture helps to promote personal identity, thereby avoiding the identity crisis caused by the failure of integrated identity, which in turn affects the physical and mental health of the individual (Lu, 2010). At the group level,

the identification of the traditional culture of the nation helps to maintain the independence of the national culture in the environment of globalized cultural conflict to avoid the national culture from being assimilated, swallowed, and devoured in the unequal exchange between solid and weak cultures The danger of being eliminated (Yu & Zhang, 2014).

College students are the most representative intellectual group among modern youth and are also the successors of the country's future careers. College students' growth and success are related to the fate of the entire nation. The establishment of their values, world outlook and outlook on life, and the correctness of reference sources are of great significance. College students, as subjects with certain knowledge reserves and strong, active cognitive ability, also have the characteristics of connecting schools and society and naturally undertake the critical task of inheriting and innovating national culture.

In China, the ruling Communist Party of China has also introduced some policies to encourage young people to learn about traditional cultures. The Chinese President Xi Jinping has frequently advocated studying the excellent traditional Chinese culture since the 18th National Congress of the Communist Party of China. He noted in a speech commemorating the 80th anniversary of the founding of the Chinese Communist Party School in March 2013 that "China's excellent traditional culture is profound and extensive, and learning and mastering its ideological essence is very beneficial to the correct establishment of life philosophy, values, and worldview." (People's Daily Online, 2013) At the National Conference on Propaganda and Ideological Work in August 2013, President Xi Jinping pointed out "China's excellent traditional culture is our deepest soft power." (Xinhua Net, 2013)

In March 2014, a set of guidelines for improving the education of Chinese excellent traditional culture was formulated and released by the Ministry of Education in order to further strengthen the education of Chinese excellent traditional culture in the newly emerging situation. The cultural inheritance system and an important way to promote cultural inheritance and innovation are essential foundations for cultivating and practicing the core socialist values and implementing the fundamental task of building morality and cultivating people. It also requires the educational work departments and educational administrative departments of party committees at all levels to take strengthening the education of young students' excellent traditional Chinese culture as a strategic task. In particular, at the university level, emphasize the importance of improving students' ability to learn and explore independently of the excellent traditional Chinese culture, cultivating cultural innovation, and strengthening students' sense of responsibility and mission in inheriting and passing on the outstanding traditional Chinese culture. Understanding traditional Chinese culture is the fertile soil for establishing socialism with Chinese characteristics and a dialectical view of the current value of the excellent traditional Chinese culture. (Ministry of National Education, 2014)

In January 2017, a document entitled "Opinions on Implementing the Project for the Inheritance and Development of Chinese Excellent Traditional Culture" was released by the Central Committee of the Communist Party of China and the General Office of the State Council. The content of excellent traditional Chinese culture is added to the course. Enhance disciplines that relate to Chinese excellent traditional culture, and attach importance to the

protection and development of "special studies" and unpopular disciplines with important cultural value and inheritance significance. In addition, national culture inheritance and innovation demonstration specialty points will be constructed in vocational colleges, campus culture will be enriched and expanded, and campus development will be assisted, and promote opera, calligraphy, elegant art, and traditional sports. Cultural and educational achievements display activities. Research and formulate national language education outlines and carry out national language education well. Strengthen the Chinese culture education and training for all teachers, and comprehensively improve the level of the teaching staff. (General Office of the CPC Central Committee & State Council of China, 2017)

At the 19th National Congress of the Communist Party of China in October of that year, it was stated that "cultural self-confidence is a more fundamental force that drives national development". At the same time, as Secretary Xi Jinping stated: "The excellent traditional Chinese culture should be further explored and analyzed." Adaptation to contemporary culture, integrating with modern society, and carrying forward the cultural spirit with current values are the most fundamental cultural genes of the Chinese people. Promote Chinese civilization's creative transformation and innovative development, and activate its vitality." (China Government Network, 2017)

National People's Congress IV's Fourth Session voted on and passed the Fourteenth Five-Year Plan for National Economic and Social Development and the Outline of Vision 2035 on March 11, 2021. The "14th Five-Year Plan" proposes that the goal is to build a strong country in culture, education, and talent by 2035. (Xinhua Net, 2021)

The state and the government have issued a series of policies and speeches, all of which have mentioned the requirements for college students in traditional cultures. The ability to recognize, understand and accept Chinese traditional culture, Inherit and perpetuate Chinese traditional culture consciously, and develop Chinese culture innovatively. (Ning, 2018) Furthermore, take Chinese cultural values as their inner firm beliefs, and form them into specific behavior patterns and lifestyles. (Wu, 2006) Meanwhile university students can adhere to a correct political position and a positive attitude, always maintain due confidence in the excellent traditional Chinese culture, and scientifically and rationally understand the age, diversity, and the cultural similarities and differences between Chinese and foreign excellent traditional culture, and consciously recognize the social responsibility and the critical responsibilities of the times for the creative transformation and innovative development of Chinese excellent traditional culture. (Wu & Liu, 2019)

However, restricted and influenced by the limitations of modern youth's cognitive level and the conditions of the times, the influence of China's excellent traditional culture and traditional virtues is gradually weakening. (Lu, 2014), coupled with the static and outdated content of Chinese traditional culture education and the rigidity of Chinese traditional culture education form (Ning, 2018), college students lack confidence in China's excellent traditional culture to a certain extent and lack confidence in mainstream culture. Lack of understanding; some college students are more concerned about the blind obedience of Western cultural identity and the weakening of socialist cultural identity with Chinese characteristics. (Zhong & He, 2021)

Under the influence of Western, Japanese, and Korean cultures, many Chinese college students are indifferent to national culture and blindly worship foreign cultures. Specifically, many young college students have developed a strong interest in Western festivals, food, and clothing; whether beneficial or not, they are all regarded as treasures (Gui, 2009). Contemporary college students are in the growth stage, and their outlook on life and values have not yet been entirely determined. In the face of a more open and relaxed environment and diversified ideological value choices in this era, the conflict between Western cultural trends of thought and Chinese excellent traditional culture will lead to value choices. The deviation and ideological ambiguity of college students will also lead to the cultural identity crisis of college students, the loss of traditional culture, and the decline of cultural self-confidence, thereby weakening the cohesion and creativity of the country, and a unified Chinese civilization will even face a situation of gradual disintegration.

The purpose of this literature review is to review the current research status of college students' traditional cultural identity, systematically summarize the existing literature on English-related and Chinese-related topics to lay a foundation for further research, and find entry points and breakthrough points; Research looks for new research methods and solid argumentative evidence. The comprehensive collection of research materials on the traditional cultural identity of college students also avoids the problems that predecessors have solved, thereby enhancing the value and significance of new research. A systematic literature review can learn and draw lessons from previous research experience and achievements on this topic and make this research more oriented. Of course, this paper looks forward to future research directions at the end of the review.

2. METHODS

2.1 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, R., 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, D., 2003)

2.2 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 August 2022. 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) 127 documents for "traditional cultural ident* of college students," (b) 343 documents for "traditional cultural ident* of university students," (c) 15 documents for "conventional cultural ident* of college students," and (d)56 documents for "conventional cultural ident* of university students." A total of 541 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)

2.3 The criteria for eligibility

Table 2

Criteria for inclusion and exclusion

Database	Setting	Inclusion	Exclusion
Web of Science, Scopus, CNKI.	Year	2013-2022	Before 2013
	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

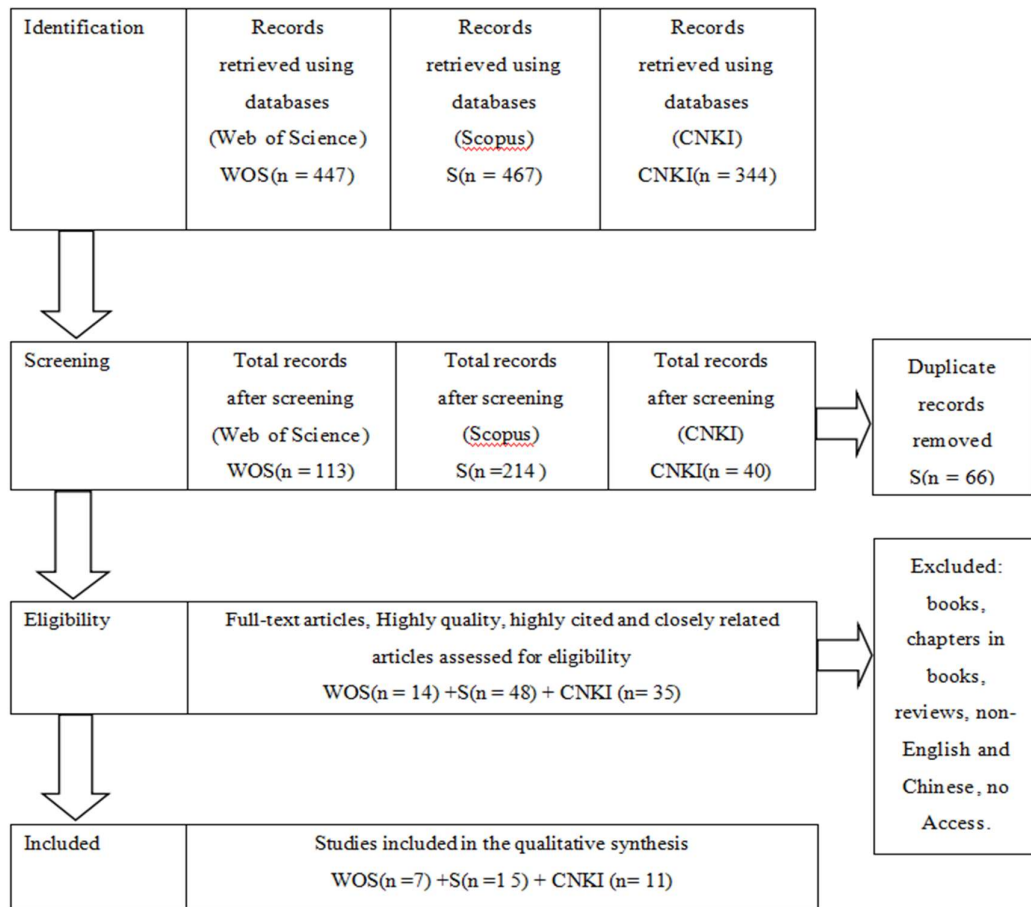
Inclusion criteria: (1) kinds of literature whose titles, abstracts, and keywords contain the keywords mentioned in the search strategy, and by reading the abstract and methodology sections of each literature, the kinds of literature whose text content is closely related to this review are selected; (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 2013 to 2022; (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 2013. (Table 2)

2.4 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



3. 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.

3.1 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.	Study design: qualitative Data collection: individual, in-person, semi-structured interviews	College administrators and educators should pay more attention to how on-campus student populations affect racial identity as a result of cultural artifacts, promoting

	<p>Objective: Research explores how Black student communities construct racial identity and socialize community members regarding racial identity expectations.</p>	<p>Subject: 13 Students of traditional age who are Black Location: Three Universities in the Midwest, America.</p>	<p>acceptance of racial heterogeneity within black youth communities.</p>
<p>Yoi Tibbetts, et al., 2018</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>Location: Midwestern state, America.</p>	
<p>Simon Ozer , et al., 2019</p>	<p>Problem: As sociocultural change accelerates, identity development becomes increasingly challenging.</p>	<p>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</p>	<p>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.</p>
	<p>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</p>	<p>Location: Ladakh's largest city, Leh, and India's capital, Delhi</p>	<p>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.</p>

northern Himalayan region
in India.

Dimitris Tsipianitis et al., 2019	<p>Problem: Age does not determine adulthood, and the definition of adulthood is directly related to the social and cultural environment where people live.</p> <p>Objective: The purpose of this study is to examine emerging adulthood in undergraduate college students as well as in Greek culture.</p>	<p>Study Design: Quantitative,</p> <p>Data collection: the survey online.</p> <p>Subject: 205 University students from Electrical and Computer Engineering Dept.</p> <p>Location: University of Patras, Greek</p>	<p>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.</p>
Oksana N. Subocheva et al., 2019	<p>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.</p> <p>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.</p>	<p>Study Design: Qualitative,</p> <p>Data collection: Interview, Secondary data.</p> <p>Subject: the Moscow high schools' students</p> <p>Location: in Moscow, Russia</p>	<p>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.</p>

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- Dan Zhu & Xunyi Lin, 2022
- sue:**The excellent and backward ideas in Chinese additional culture are not ways 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 in 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 cultural ties (e.g., practices, identities) in order to highlight the heterogeneity of Mexican culture within the United States.
- 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 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, Data collection: 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 L. Morgan Consoli & Jasmin D. Llamas, 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 Naseer 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 Lazarus Stewart, 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 Ozer, 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 Tsipianitis, 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 N. Subocheva, 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 Zhu & Xunyi 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 C. Gutierrez & Campbell Leaper, 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. (Qian Sima & Shan 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 Naseer et al., 2014; Yoi Tibbetts et al., 2018; Simon Ozer et al., 2019; Dimitris Tsipianitis et al., 2019). The value paradigm of current college students is the combination of information society values and traditional values. (Oksana N. Subocheva, et al., 2019) Although the international media has had a negative impact on the values and thinking styles of college students (Dafina Lazarus Stewart, 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. (Qian Sima & Shan Wu, 2022)

3.2 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) For specific Chinese-related literature analysis, please refer to Table 5.

Table 5

Chinese Literature Data Extraction Form for Studies Included

Author	Problem and Objective	Method	Findings
Dong Li et al., 2013	Problem: The continuous integration and regeneration of modern and national cultures make Uyghur college students face more complex choices and challenges. Objective: To investigate the characteristics of Uyghur college students' cultural identity development and its influencing factors.	Study Design: Quantitative, Data collection: questionnaire. Subject: 200 Uyghur college students Location: Xinjiang, China.	The level of Uyghur college students' cultural identity with their ethnic group gradually declines with the increase of grades; the main factors affecting cultural identity are the location of their families and the time of learning Chinese.
Lu & Yang, 2014	Problem: The Internet culture causes college students to be neglected and alienated from traditional culture, resulting in a lack of moral awareness and social responsibility in college students. Objective: To discuss the path to resolve the cultural identity crisis of college students.	Study Design: Qualitative, Data collection: Secondary data Subject: Cultural identity crisis of college students Location: Chinese university	The path to resolve the cultural identity crisis of college students should be: Establishing campus network culture through innovation and building a stronger culture of network building;strengthening traditional culture education;
Lu shaohua, 2014	Problem: To a certain extent, college students have problems such as weak ideals and beliefs,	Study design: Qualitative and Quantitative	The key to developing college and university education in traditional

	lack of integrity awareness, and insufficient civic moral practice. Objective: Guide college students to actively contact with traditional culture, deeply understand traditional virtues, establish correct values.	Data collection: Questionnaires, interviews and discussions Subject: college students in Beijing Location: Beijing, China	cultures is to work hard on the two primary issues of "what to learn" and "how to teach".
Xie & Cheng , 2015	Problem: How to cultivate college students' traditional cultural identity. Objective: Enhance the sense of identity of contemporary college students with traditional Chinese culture.	Study Design: Qualitative, Data collection: Secondary data Subject: traditional cultural identity of university students Location: China.	Universities and college must adhere to classroom teaching as the main channel, Culture construction on campus as the primary position, and the cultural practice activities as the carrier to improve students' awareness, recognition, and practice of traditional culture.
Ni Jiaqi, etal., 2016	Problem: The introduction of Western cultural values into China has seriously threatened traditional Chinese culture. Objective: Understand and master the current situation and development expectations of college students on traditional culture, revealing the effectiveness and inadequacy of traditional cultural education.	Study Design: Quantitative, Data collection: questionnaire. Subject: 320 college students at Beijing Normal University Location: Beijing, China.	Using factors such as gender, major, and political affiliation in the data as grouping variables, different types of college students have differences in learning and development expectations of traditional culture.
Wanglei etal., 2016	Problem: The current basic knowledge of traditional Chinese medicine students in traditional Chinese medicine is worrying.	Study design: Qualitative and quantitative Data collection:	The sense of cultural identity of college students in traditional Chinese medicine needs to be cultivated, which can be started from the

	<p>Objective:To grasp the current situation of traditional cultural literacy and identification of Chinese medicine college students, to provide a basis for future exploration and improvement of traditional cultural literacy and education.</p>	<p>Questionnaire, and interviews</p> <p>Subject:Medical college students, professional teachers, and counselors</p> <p>Location: Shandong, China</p>	<p>aspects of "traditional painting and calligraphy art", "traditional diet," and "traditional science".</p>
Zhou Junli, 2017	<p>Problem:The cultural identity of college students in ethnic colleges and universities has the characteristics of diversity and is unstable.</p> <p>Objective:Analysis of the influencing factors of the cultural identity of college students in ethnic colleges and universities.</p>	<p>Study Design: Mixed method</p> <p>Data collection: Survey, interview and questionnaire.</p> <p>Subject: Ethnic college students</p> <p>Location: 5 ethnic universities, China.</p>	<p>Individual cultural identity is affected by the surrounding geographical environment, ethnic identity, personal Body from childhood living environment, educational background, and realistic social and economic development.</p>
Yang & Yu, 2017	<p>Problem:In a modern society with developed media, young people are easily interfered or even eroded by bad culture from the outside world. The mixed culture of good and bad can easily lead to confusion and confusion in the mind of the group.</p> <p>Objective: Strengthen the recognition education of young people about traditional culture, so that young people's cognition of traditional culture can be changed from passive acceptance to conscious inheritance.</p>	<p>Study Design: Qualitative,</p> <p>Data collection: Secondary data, literature.</p> <p>Subject: Adolescents' recognition of the excellent traditional Chinese culture.</p> <p>Location: China.</p>	<p>It is necessary to improve education methods and methods fundamentally, pay attention to the joint role of family, school, and society, create a family traditional culture learning atmosphere, improve the school traditional culture dissemination environment, and enhance the interaction between popular culture and traditional culture.</p>

Chen Liqun, 2019	<p>Problem:The continuous penetration of Western culture, and the emergence of traditional cultural aphasia in colleges and universities, weakened the dominance of national culture and distorted the value orientation of college students' cultural consciousness.</p> <p>Objective:To investigate the current situation of college students' identification, attitude, and cognition of Chinese traditional culture, the current conventional culture condition curriculum education in universities.</p>	<p>Study design: Quantitative.</p> <p>Data collection: Survey and questionnaire.</p> <p>Subject:Students from 5 undergraduate colleges in Guangxi</p> <p>Location: Undergraduate colleges in Guangxi, China</p>	<p>Colleges and universities should promote the reform of multi-dimensional education methods, dig deep into practical educational resources, and rely on student associations to improve college students' cultural awareness.</p>
Jan zhenrui, 2020	<p>Problem:For a long time, some Chinese people's attitude toward traditional culture has been deeply trapped in the "Chinese and Western dualism" mentality and cannot extricate themselves. In daily life, it is characterized by the cultural conflict between tradition and modernity, China and the West.</p> <p>Objective:In order to explore the traditional cultural identity of college students in the new era</p>	<p>Study design: Quantitative,</p> <p>Data collection: Survey</p> <p>Subject:Students from nine colleges and universities in Beijing</p> <p>Location: Universities in Beijing, China</p>	<p>College students' ideological identity level is low, and they are not well transformed into concrete actions. Among the many factors that affect the traditional cultural identity of college students, school and family are two more critical factors. The resonance effect of the peer group factor is better, and the influence of the mass media factor needs to be strengthened.</p>

Bai jie, 2021	<p>Problem:Public security college students fail to clarify the difference between excellent and traditional cultures.</p> <p>Objective:To deeply understand the current situation of traditional culture education in public security colleges and universities.</p>	<p>Study design: Quantitative</p> <p>Data collection: Questionnaires</p> <p>Subject:Public security college students</p> <p>Location: Public security college in China.</p>	<p>Excellent traditional culture positively affects cultivating reserve police officers and carrying out public security work. The influence of gender and grade on the traditional cultural cognition of college students in public security colleges varies greatly.</p>
Wang Yue, 2022	<p>Problem:Under the impact of multiculturalism and various ideological trends, college students have a crisis of traditional cultural identity.</p> <p>Objective: To help college students strengthen their ideals and beliefs and improve their ideological and political literacy.</p>	<p>Study Design: Qualitative,</p> <p>Data collection: survey</p> <p>Subject: College Students' traditional Cultural identity</p> <p>Location: Universities in China.</p>	<p>Propose feasible paths such as enriching carrier forms to enhance perceptual identity, innovating communication methods to promote rational identity, and promoting cultural integration to enhance rational identity.</p>

3.2.1 About the status quo of college students' identification of traditional Chinese culture

The research on the status quo of college students' identification of traditional Chinese culture has been a hotspot of researchers' attention in recent years, and relevant analysis has been found in the literature in the past ten years. Lu Shaohua (2014) pointed out, based on a large amount of data analysis: in the face of many challenges such as social transformation, interest adjustment, and cultural diversity, the influence of excellent traditional culture and traditional virtues is gradually weakening, and to a certain extent, college students have weak ideals and beliefs, integrity and integrity. At the same time, the data analysis results also show that college students have a high sense of identification with traditional culture and have the initiative to inherit and develop traditional culture, but lack an excellent cultural atmosphere and effective ways. (Lu, 2014)

Zhu Jiajun used the self-edited Chinese traditional cultural values questionnaire for college students to investigate the current situation of college students' traditional cultural values. From the perspective of psychology and perspective, he used empirical research methods to investigate and research. On the other variables, there are significant differences in the

psychological identity of traditional cultural values and the dimensions of practical actions, indicating that there is a phenomenon of inconsistent knowledge and action. (Zhu, 2015) The same year, Cui Junyi conducted a questionnaire survey on 200 college students at Xinjiang Medical University. The research results showed that the traditional Chinese culture has a very high status in the hearts of many students and has penetrated their thoughts and concepts and integrated them into their daily life. Furthermore, they expressed a strong desire to learn and understand the traditional culture of the Chinese nation, hope to open more courses related to Chinese culture and learn and read more classic works of Chinese culture. (Cui, 2015)

Wang Lei et al., 2016, conducted a systematic study through questionnaires, data analysis, and expert interviews. They found that the current level of traditional Chinese medicine students' basic knowledge of traditional culture is worrying; they all express their willingness to learn the traditional culture, but there is no practical way; they believe that school education "makes a certain contribution"; there is no obvious choice of traditional cultural elements in life. The tendency of traditional culture and the future development prospects are high. (Wang et al., 2016) Cheng Weimin also pointed out through on-the-spot investigation that college students' cognition of traditional Chinese culture lacks overall understanding and significant differences in their cognition of traditional Chinese culture categories. (Cheng, 2016)

Zhang Wen (2017) used a questionnaire survey to have quantitative research on the current situation of contemporary college students' traditional culture from the perspectives of identity, cognition, and the current situation of traditional culture education in colleges and universities of Wuyi University Art College in 2013, 2014, 2015, and 2016. Her research results show that current college students have a certain sense of identity with traditional culture. However, the awareness and the current education status of colleges and universities are not optimistic. (Zhang, 2017)

Li Yuejin and Zheng Qiujuan (2018) conducted a questionnaire survey on Contemporary College Students' Identification of Chinese Excellent Traditional Culture in three colleges and universities in Changzhou City. They pointed out that contemporary college students agree with the value connotation of excellent Chinese traditional culture, but their knowledge of excellent Chinese culture. There is a lack of cognition and certain differences in classifying excellent Chinese traditional culture. College students understand Chinese excellent traditional culture mainly through book reading and classroom learning. In the new era, colleges and universities must strengthen the education of excellent Chinese culture, integrate traditional culture education into the ideological and political curriculum, and practice education and campus culture education in colleges and universities. (Li & Zheng, 2018)

Chen Liqun (2019) Used a questionnaire survey method and took students from five undergraduate colleges in Guangxi as the survey objects to explore the current situation of college students' identification, attitude, and cognition of traditional Chinese culture, the current situation of traditional culture curriculum education in colleges and universities under the background of the multicultural conflict. College students investigate three aspects of their suggestions for an effective model of traditional cultural education. The survey results show that college students generally show a high cultural identity to the value orientation of Chinese

traditional culture, but the knowledge system is relatively weak; the lack of traditional culture curriculum education is relatively apparent; the platform and means of cultural education are relatively simple. (Chen, 2019)

In 2020, Jian Zhenrui conducted an empirical investigation on college students in 9 colleges and universities in Beijing from the four dimensions of materialized form, daily use form, ideological form, and behavioral performance. He found that the traditional cultural identity of college students is at a good level, but the identity of ideological form is relatively low. Moreover, it did not translate well into concrete actions. (Jian, 2020)

Bai Jie (2021) surveyed college students from four public security colleges: the People's Public Security University of China, China Criminal Police College, Shandong Police College, and Railway Police College. She pointed out that the current public security college students failed to clarify the excellent traditional culture. Unlike traditional culture, we recognize the influence of traditional culture, but the mastery of traditional cultural knowledge needs to be improved; further shows that excellent traditional culture has a positive effect on cultivating reserve police officers and carrying out public security work. (Bai, 2021)

Clarifying the problems in identifying the unique Chinese traditional culture of college students is the premise of promoting in-depth research. As contemporary college students who are pioneers of the times, when they have some problems in the identification and inheritance of Chinese traditional culture, it is necessary to give them correct guidance on time so that they can consciously practice traditional national culture, enhance cultural self-confidence, and promote self-development in an all-round way. (Ning, 2021)

3.2.2 Influencing factors of college students' traditional cultural identity

Much Chinese literature also researches the influencing factors of college students' traditional cultural identity. Qi Jidong takes the era of new media as his research background, analyzes the causes of the crisis of self-confidence in the excellent traditional culture of the Chinese nation, and points out that there are three factors:

- the traditional excellent cultural forms under various types of new media
- the impact of Western culture
- the quality of teachers and students themselves

It affects the traditional cultural identity of the Chinese nation among college students. (Qi Jidong, 2016) Ni Jiaqi and others took 320 college students from Beijing Normal University as samples, using gender, major, ethnicity, and political outlook in the survey data as grouping variables, and compared different college students' expectations for traditional culture learning and development. Differences in aspects:

1. Girls are more involved in traditional culture than boys and positively affect promoting the popularization of traditional culture on campus.
2. Students majoring in literature, history, and art learn the more traditional culture, are more active, have higher participation degrees, and emphasize experiential, interactive, and networked learning methods.
3. College student party members are more active in learning traditional culture than non-party members, which helps promote the popularization of traditional culture on

campus more positively.

(Ni Jiaqi, et al., 2016)

Jian Zhenrui believes that (2020) among the many factors that affect the traditional cultural identity of college students, school and family are two more critical factors, the peer group factor has a better resonance effect, and the influence of the mass media factor needs to be strengthened. (Jian, 2020) Pan Xiaoyi and others surveyed 793 college students from 9 Chinese medicine colleges and universities across the country to explore the level of Chinese medicine cultural identity (CITCM) and its influencing factors among college students in traditional Chinese medicine colleges and universities and the mechanism of action. They believed there were significant differences in the CITCM levels of students of different genders and ages in TCM colleges, and the family cultural background had no significant impact on the CITCM of TCM college students. Social policy support, campus culture construction, and healthy life concept significantly impact the CITCM of college students in TCM colleges. (Pan et al., 2020) Fang Lin, combined with the development characteristics of big data, investigated the cultural identity of college students from the perspective of big data and pointed out the influencing factors of college students' cultural identity, including the development trend of the significant data era, College propaganda, and education, college students' cultural awareness. (Fang, 2022)

The research on factors influencing the identity of Chinese conventional culture among ethnic minority university students is an indispensable part of macroscopically studying the identification factors of university students' traditional Chinese culture. They determined that the level of Uyghur college students' cultural identity with their ethnic group gradually decreased with the increase of grades; the main factors affecting Uyghur university students' cultural identification were the location of their families and the time of learning Chinese. (Dong et al., 2013)

Cui Rong (2016) noticed the heterogeneity among ethnic minority college students in frontier areas when studying the traditional cultural identity of the Chinese nation among ethnic minority college students: He proposed that the factors affecting college students' traditional Chinese cultural identity should be based on the degree of social and economic development, and their relationship with other ethnic groups. The degree of communication and integration, the penetration of diverse Western values, the interference of ethnic separatist forces and religious extremist forces, and the strength of ethnic cultural identity are comprehensively considered. (Cui, 2016) Zhou Junli (2017), who takes ethnic colleges and universities as the object of study, believes that cultural identification is a dynamic, long-term cultural process. In this process, individual cultural identity will be affected by five aspects: surrounding geographical environment, ethnic identity, unique living environment since childhood, educational background, and actual social and economic development. (Zhou, 2017)

3.2.3 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).

4. 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.

5.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. Future research can combine specific interventions in intangible cultural heritage education and the basic concept of creative transformation of intangible cultural heritage to upgrade the traditional cultural identity of Chinese university students.

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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