



Citizenship Education from the Perspective of British National Identity and Application of Educational Data Analysis

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Abstract. Britain is a big country with a long history, but its national identity has not been fundamentally solved for a long time. With the constant changes in the situation at home and abroad, this problem has become more prominent in recent years. As a typical and special research object, British citizenship education has also experienced a tortuous road of change. The construction of national identity sets value orientation and important issues for citizenship education, and citizenship education shapes and strengthens national identity. There is an interactive relationship between the two. Based on the historical task of national identity construction, this paper divides British citizenship education into four different stages, and analyzes the different forms and construction tasks of national identity and the different responses of citizenship education in different historical periods, and suggests to use new media and educational big data mining and analysis as tools to improve the effectiveness of citizenship education.

Keywords: Britain · National identity · Citizenship education · data mining and analysis

1 Introduction

Nation-state is the most common form of political community in the modern world and the basic source of citizen identity. National identity is people's recognition and approval of the country they live in, and the object of identification is the country [1]. In the process of British historical development, what are the characteristics of national identity? How does the formation and needs of national identity affect the rise, development and change of citizenship education? And how does citizenship education affect the shaping of national identity? The following figure (Fig. 1) can illustrate the basic relationship between national identity and citizenship education in Modern Britain history.

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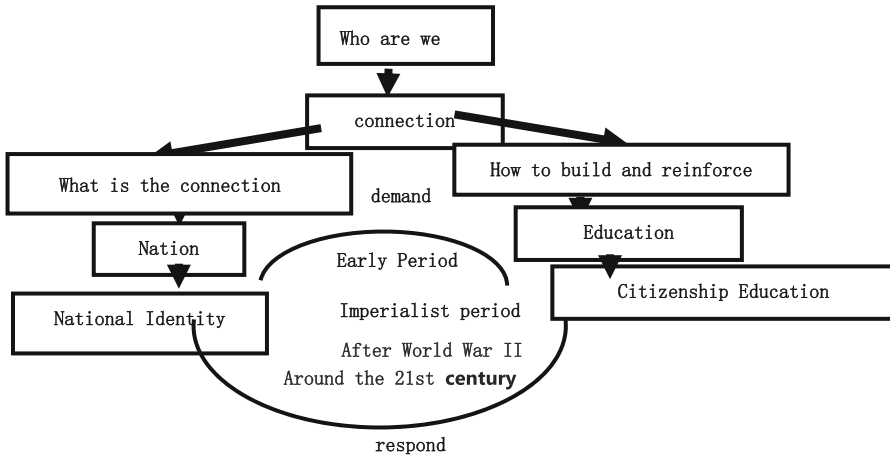


Fig. 1. The relationship between national identity and citizenship education

2 National Identity and Liberal Citizenship Education in Early Modernization

With the emergence of nation-states, the increasingly unified power, prosperous free trade, strong overseas strength and the common belief of Protestantism increasingly require Britain to exist as a more unified national image. Great Britain has become a new name to unite the forces of all parties, and “British” has been warmly welcomed by the Welsh, Scottish and English people. The national identity shows high consistency externally. Protestantism played an important role in building a national identity, this Protestant worldview gave the English a more moral and liberal image [2]. Britain’s vast overseas empire is a testament to Britain’s lucky destiny. They believed that God had given the Empire to the English people in order to further spread the Gospel faith throughout the world, and that the Empire had strengthened the divine grace and the indomitable courage and spirit of the English people.

In many ways, the British citizenship education in this period echoed the characteristics and tasks of the construction of national identity. The Protestant wars of unprecedented scale and repetition affected all sorts of Britons, and patriotism was widely mobilized. Early British citizenship education was more mixed with religious education, with strong religious color, advocating loyalty to the throne and unconditional service, gentleman education mainly propagated classical civic virtue education [3]. With the war and the expansion of the empire abroad, political consciousness was cultivated among the British common people, and active loyalty was encouraged on a larger scale. Meritocratic citizenship education is advocated in order to cultivate loyalty, enterprise and virtue, while chartist citizenship education on behalf of the middle and working classes in order to cultivate the citizenship consciousness and national loyalty of the wider public has also been widely concerned and discussed.

3 The Extremely Integrated National Identity and Citizenship Education in the Middle and Late 19th Century

At the end of the 19th century, the ethno-cultural concept of the European nation-state began to prevail in European politics, and a new type of nationalism emerged, emphasizing the defining principles of language, cultural tradition, and, in extreme cases, race. At the height of the empire between 1870 and 1918, this developed into a nationalism characterized by racial and cultural exclusivity, and was often reactionary and aggressive [4]. In the face of increasingly fierce international competition, and in order to save the decline of British economy, Britain no longer uses the past invisible control, but turns to more powerful direct control in order to maintain its former influence. Government seek to guarantee their own security by resorting to nationalism.

At the end of the 19th century, a period often described as “neo-imperialist”, the British craze for empire had reached such a fever pitch that the British public felt its meaning more acutely than ever before. Imperialism became the dominant theme of national identity from the late 19th century until World War II. During this period, the British national education system was slowly established, which objectively provided the soil for the growth of citizenship education, but the officials still continued the hesitation and caution of the previous stage. However, the civil education organizations and associations that advocate citizenship education are very active and have become a new force to promote the development of citizenship education [5]. Due to the implementation of the theme of imperialism, the content and form of citizenship education show the characteristics of extreme integration.

4 After World War II, Citizenship Education Approached the National Curriculum

After the Second World War, the rapid changes in the world pattern profoundly affected the political and social process in Britain. The British Empire gradually lost its position as the world’s hegemon [6]. The pre-war citizenship education based on imperialism and militarism is obviously inconsistent with the domestic and foreign situation facing Britain today. The desire for democracy and freedom prompted educational reform, and the difficult process of returning from the “empire” to the “European nation” required citizenship education to change the extreme integration of the imperialist era. During Thatcher’s administration, faced with many social problems caused by the welfare system, Thatcher began to carry out state-controlled education reform and put forward the concept of “active citizenship”, which emphasized citizens’ obligations and responsibilities to the society and the country [7]. The Conservatives’ concept of “active citizenship” was very important for British citizenship education. It revived the idea of citizenship and provided a reference for how to integrate forces and cohesion in a pluralistic society. The efforts made by the Conservative Party in citizenship education during this period laid a solid foundation for the New Labour Party to incorporate citizenship education into the national curriculum and formally implement it.

5 Citizenship Education Has Been Incorporated into the National Construction Project in the 21st Century

At the turn of the century, various abuses of multicultural policy were gradually exposed, various racial riots and even violent incidents occurred frequently, and people's sense of British identity appeared unprecedented crisis. A number of authoritative surveys showed that British national identity was gradually declining, while nationalism was rising. In 2007, a poll for the Guardian newspaper found that only 44% of Britons thought "Britishness" best reflected their national identity, down from 52% a decade earlier [8]. Nowadays, more and more British citizens do not want or do not care to be "British", but prefer to be Welsh, English or Scottish. In addition, the development of globalization and integration has intensified the crisis of national identity in Britain. After New Labor came to power, it put forward the concept of "active citizenship", carried out a series of social policies aimed at building "New Britain", and expressed the concept of national identity to maintain the democratic system and integrate the nation state.

In 1998, the famous Crick Report was released. The "Crick Report" is a milestone in the history of British citizenship education and becomes an important programming document for the formal implementation of citizenship education at the national level in the future [9]. Civic course was introduced into schools in Britain as a matter of national policy in 2000, and from August 2002 it became compulsory at secondary school level. By establishing a unified citizenship education system, the New Labour government clearly responded to the problems and challenges faced by the British society at the turn of the century. Citizenship education has been formally incorporated into the modern national construction project and has become one of the important strategies for the reconstruction and regeneration of new Britain.

6 Conclusion

Britain has made remarkable achievements in modern times. As a unique and typical country, Britain's citizenship education has many successful experiences and many problems. From the initial folk advocacy, to the cautious support of the government and then to the vigorous implementation and reform, it has undergone constant adjustment and revision, showing a strong criticism and a clear sense of the times. The reasonable theory and practice provide reference for our country to carry out related education activities.

The development course of British citizenship education shows the multi-level, indirect but profound influence of national identity in citizenship education. Citizenship education also has the function of reverse construction at the level of public society and national politics. Grasping the interactive law between the two will promote the development of the citizenship education system in line with our national conditions. At present, the development of digital information technology has brought unprecedented impact on the national identity of the people, which is reflected in the research field. In the aspects of national identity and citizenship education in China, the research topics are diversified and the overall number is increasing, Fig. 2 and Table 1 reflect the number of studies on national identity education and the situation of high-frequency words

in recent ten years [10]. Applying the new model of citizenship education in the age of digital information technology is the necessary meaning of establishing a citizenship education system conforming to the characteristics of the age and strengthening national identity.

The development of digital information technology is firstly reflected in the process of reshaping citizenship education and building national identity by new media. On the other hand, it expands and strengthens the impact of globalization and cultural diversity on citizenship education and national identity. Accordingly, we should give full play to the tool role of new media in citizenship education, combine media guidance with value driving, and give full play to the function of media shaping and integrating values (Fig. 3 shows the mode of operation of big data mining). Make use of the interactive characteristics of new media, create a good interactive and participatory environment, and realize the deep integration of national identity.

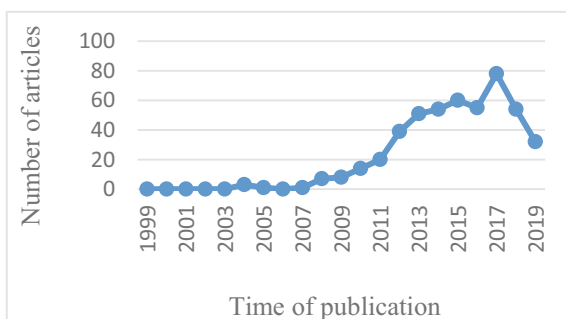


Fig. 2. Time distribution of research on national identity education

Table 1. List of high-frequency keywords

Serial number	Keyword	Quantity
1	National identity	377
2	Ethnic identity	80
3	University student	66
4	National identity education	54
5	Ethnic minority university students	34
6	Citizenship education	34
7	Minority	27
8	Cultural identity	25
9	Globalization	23
10	Citizenship	16

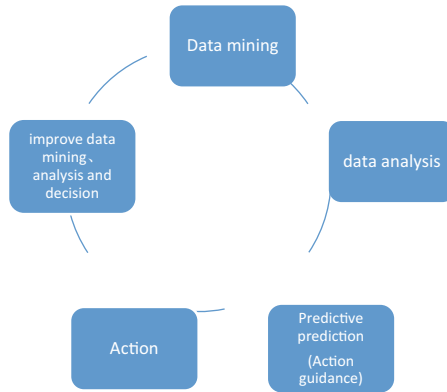


Fig. 3. Data mining and analysis process

On the other hand, with the popularization of digital and information technology, educational big data mining and analysis will become an important tool to build citizenship education and improve national identity. On the one hand, data and analysis will solve traditional education problems at the level of facts, on the other hand, it will introduce new technical problems. Based on educational data mining, citizenship education can evaluate the status of national identity and predict the possible effects of citizenship education programs, carry out the corresponding education reform and innovation, and finally form a virtuous circle according to the feedback.

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10. Figure 2. Table 1: Xue Bowen. (2021) Current status and Hotspot evolution of national identity research in China. *Education Theory and Practice*, 4 (41):31–36. <https://kns.cnki.net/kcms/detail/detail.aspx?FileName=JYLL202104007&DbName=CJFQ2021>

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