

Class Culture Construction in Universities and an Analysis of Ideological and Political Education for College Students

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Abstract: As an important venue for students' daily lives, university classes serve as the core carrier and critical channel for carrying out ideological and political education. This paper aims to explore the interrelationship between class culture construction and ideological and political education for college students, address existing deficiencies in university class culture construction, and advance the sustainable development of ideological and political education for college students.

Keywords: Class culture construction; College students; Ideological and political education

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1. The interrelationship between university class culture construction and ideological and political education for college students

Class culture "forms the foundation for the formation and development of a class collective. Centered on the class collective with teachers and students as its main participants, it consists of the institutional, spiritual and material culture of the class, and is embodied collectively as the uniquely recognized values, ideologies, work styles and codes of conduct within the class collective" ^[1-2]. A sound class culture fosters a positive and healthy atmosphere within the class, subtly cultivating students' abilities to conduct themselves and handle affairs, and boosting the development of ideological and political education.

University class culture construction and ideological and political education for college students are closely intertwined. Overall, they complement and interact with one another. Specifically, class culture construction creates a favorable environment for ideological and political work. Meanwhile, effective ideological and political education for students lays a solid foundation for building a sound class culture and greatly facilitates class culture development.

Class culture, an organic integration of material, institutional, and spiritual culture, jointly creates favorable conditions and a positive atmosphere for the smooth implementation of ideological and political education for college students.

First, university class culture construction lays a material foundation for ideological and political education for college students. Class material culture refers to the venues and living conditions for college students' study and daily life, mainly including classrooms, teaching facilities, dormitories, and the corresponding study and living environments formed therein. The implementation of ideological and political education for college students relies on specific venues and environments. By keeping classrooms clean, maintaining teaching equipment, and building harmonious dormitory atmospheres, universities can create a tidy, pleasant, and harmonious study and living environment for ideological and political education. In such a positive environment, ideological and political education for college students can achieve more effective educational outcomes.

Second, university class culture construction provides organizational guarantees for ideological and political education for college students. Class institutional culture embodies school rules and requirements as behavioral norms applied to study, work, and daily life within the class, as well as codes of conduct recognized and voluntarily followed by all class members. Smooth ideological and political education requires orderly class operation. Combined with the actual conditions of students in each class, class institutional development can formulate tailored class rules, cadre assessment standards, reward and punishment mechanisms, and other regulations for class management. By participating in the formulation of these rules, college students gain an understanding of the importance of class democracy. By abiding by class rules, they recognize how regulations cultivate self-management and autonomous learning habits. Guiding college students to participate actively in class management transforms compliance with mandatory rules into conscious practice.

In addition, establishing learning groups and Party organizations on a class basis and launching various activities in small groups enables ideological and political education to reach college students more deeply, thus delivering effective organizational guarantees for the smooth progress of ideological and political education.

Finally, university class culture construction offers spiritual support for ideological and political education for college students. As the core of class culture construction, class spiritual culture consists of shared values, cultural concepts, and life philosophies recognized by most students through practical experience. Prioritizing the development of class spiritual culture through activities such as designing class emblems and mottos strengthens students' sense of belonging and responsibility to the class, thereby boosting class centripetal force and cohesion.

The process of building class culture itself constitutes implicit ideological and political education. It inspires college students with spiritual motivation and encouragement, and participating in class cultural activities serves as a form of receiving ideological and political education. It subtly cultivates students' teamwork and collaboration awareness, fosters a love for the collective and a strong sense of collective honor, which eventually translates into practical actions to safeguard class reputation. The positive mental outlook cultivated through class culture construction provides solid spiritual support for all ideological and political education work.

2. Ideological and political education for college students powerfully promotes class culture construction in universities

Ideological and political education for college students boosts university class culture construction mainly in three aspects:

2.1. Ideological guidance

The primary role of ideological and political education in class culture construction lies in guiding students' ideology. By leveraging the value orientation and exemplary role models of ideological and political education, educators can cultivate shared beliefs, values, class spirit, and codes of conduct consistent with mainstream social culture within the class, subtly shaping college students' ideologies, psychological qualities, behaviors, and value orientations aligned with the core socialist value system^[3]. Integrating core socialist values into university class culture construction establishes correct public opinion and value orientation within the class. Taking merit students as role models generates profound educational influence, guiding college students' thoughts and behaviors to align with national and social expectations.

2.2. Institutional standardization

The institutional standardization function of university class culture operates through class institutional culture. In developing class institutional culture, various rules and regulations directly regulate and restrict college students' thoughts and behaviors, enhancing their ability to distinguish right from wrong, restraining improper conduct, and gradually guiding them toward behaviors advocated by the state and society until such conduct becomes habitual.

Built on institutional standardization, ideological and political education transforms students' external behavioral restrictions into internal self-discipline, shifting from mandatory compliance to voluntary awareness and unifying students' thoughts and behaviors.

2.3. Cohesion building

The cohesive effect of university class culture manifests in linking students' personal interests closely to the destiny and future of the class, creating a shared sense of honor and disgrace between individuals and the collective. College students possess strong self-awareness. Ideological and political education integrates individual self-awareness to form shared group psychology and values. Such shared cognition fosters students' recognition of class goals and norms, a strong sense of belonging to the class, and generates powerful centripetal force, cohesion, and collective consciousness, motivating all students to strive jointly for the development of class culture construction.

3. Effective paths to strengthen class culture construction and advance ideological and political education for college students

To address deficiencies in university class culture construction and promote sustained progress in ideological and political education for college students, targeted measures can be implemented from three dimensions as follows.

3.1. Build distinctive class material culture

Class environments constitute the core carrier of material culture construction, covering classrooms, dormitories, and online communication platforms within the class.

First, enrich classroom environments. Classrooms serve as key positions for ideological education and edification. Class emblems, mottos, class style displays, and honor certificates can be posted to enrich interior spaces; class bulletin boards and exhibition boards can be created to beautify external classroom surroundings. Such measures fill classrooms with ideological and political educational elements, realizing educational influence “like silent moistening rain.”

Second, beautify dormitory environments. Dormitories are the primary living spaces for college students. Hosting dormitory culture festivals and star-rated dormitory evaluation activities improves the material conditions of dormitories and builds harmonious living atmospheres. These activities showcase students’ individuality while enhancing their sense of honor toward dormitories and the whole class.

Third, innovate class communication platforms. Post-00 college students are avid users of short-video platforms such as Douyin, WeChat, and QQ. Establishing class homepages, QQ groups, and exclusive class QR codes enables real-time updates of class news, greatly facilitating communication between teachers and students. Meanwhile, counselors and class teachers can promptly track students’ ideological trends and behavioral dynamics, respond to emergencies efficiently, and improve the effectiveness of ideological and political work for college students.

3.2. Establish and improve class institutional culture

Class institutions cover class management frameworks and comprehensive rules and regulations.

On one hand, optimize the class management system. Build a management team centered on counselors and class teachers with student cadres as the backbone. Smooth class operation relies on collaboration and dedication among class managers, which embodies class institutional culture and serves as an important channel for improving ideological and political work for college students.

On the other hand, perfect comprehensive class rules and regulations. Through democratic and scientific procedures, formulate attendance rules, leave application regulations, comprehensive student evaluation standards, merit evaluation and reward systems to standardize assessment and management of all class members. Well-established class rules cultivate positive class atmospheres. Within such harmonious environments, ideological and political education guides college students to voluntarily abide by class rules, safeguard collective interests and strengthen their sense of class honor.

3.3. Cultivate and practice sound class spiritual culture

As the soul of class culture construction, class spiritual culture constitutes a core component of ideological and political education for college students.

First, leverage thematic class meetings to nurture class spiritual culture. Thematic class meetings act as a vital vehicle for class culture construction. Through such meetings, teachers and students jointly design and collect class emblems and mottos, which embody the essence of class spiritual culture. Meetings can also cover integrity examination education, student loan integrity education, safety education, and other topics, serving as an effective supplementary form of ideological and political education distinct from theoretical ideological courses. Tailored to different majors, thematic meetings can also finalize class management

frameworks and rules, forming major-specific class spiritual culture.

Second, carry out social practice activities to disseminate and practice class spiritual culture. Class social practices represent an important channel for cultivating and practicing class culture. Students can develop activities that embody class spiritual culture: on campus, host core socialist value lectures and knowledge contests featuring class and major characteristics, enabling students to engage in self-education and continuously elevate their ideological and political literacy. Off-campus, organize voluntary visits to nursing homes and summer social practice programs to translate the spirits advocated by class culture into real-world practice, gradually forming stable and enduring class spiritual culture over time.

4. Conclusion

“A sound class culture cultivates a strong collective awareness among students, promotes mutual assistance and friendship between peers, and greatly improves students’ interpersonal communication skills. These outcomes further advance class culture construction, creating a virtuous cycle that effectively boosts ideological and political education for students”^[4]. Constructing a positive class culture enables college students to develop correct world outlooks, outlooks on life, and values. Through long-term subtle influence, students receive patriotic, collectivist, and socialist ideological and political education. Cultural education delivered through class collectives drives new progress in ideological and political education for college students.

Disclosure statement

The author declares no conflict of interest.

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