

# Practice and Exploration of Ideological and Political Education for Postgraduate Students Under the Mentor Responsibility System

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**Abstract:** This study aims to address the problems existing in the ideological and political education of postgraduate students, and combines the implementation of the mentor responsibility system to explore the role orientation, work content, and practical effects of mentors in the ideological and political education of postgraduate students. Through questionnaire surveys, interviews, and other research methods, the current situation of ideological and political education of postgraduate students under the mentor responsibility system is analyzed, and corresponding optimization strategies are proposed.

**Keywords:** Mentor responsibility system; Postgraduate students; Ideological and political education; Practical exploration

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## 1. Introduction

With the rapid development of higher education, postgraduate education has become an important way to cultivate high-level talents<sup>[1,2]</sup>. As an essential part of postgraduate education, ideological and political education for postgraduates is of great significance for cultivating high-quality talents with all-round development in morality, intelligence, physique, aesthetics, and labor<sup>[3,4]</sup>. However, there are still many problems in the current ideological and political education for postgraduates, such as single educational content, outdated methods, and poor communication between teachers and students<sup>[5,6]</sup>. Therefore, how to effectively play the role of mentors in ideological and political education for postgraduates under the framework of the mentor responsibility system has become an urgent problem to be solved.

## 2. Relationship between the mentor responsibility system and ideological and political education for postgraduate students

The mentor responsibility system is a system in which mentors assume full responsibility for guiding the

cultivation of postgraduate students. In the ideological and political education of postgraduate students, mentors not only bear the responsibility of imparting knowledge and cultivating skills, but also should become the ideological guide, moral model, and guardian of the mental health of postgraduate students. The implementation of the mentor responsibility system provides a strong institutional guarantee for the ideological and political education of postgraduate students.

The mentor responsibility system is a basic system in postgraduate education in China. In the year when new postgraduate students enter the school, the school will determine the instructors for their future study and research through two-way selection between postgraduate students and mentors or other methods. Mentors provide individual guidance and are fully responsible for postgraduate students' study, research, morality, and life. This means that mentors not only guide postgraduate students' academic research and professional knowledge learning, but also provide guidance and education in terms of ideology, morality, and character.

Postgraduate ideological and political education is an important component of postgraduate education, aiming to cultivate postgraduates with the ideological and moral qualities required by society and class. The "Several Opinions on Further Strengthening and Improving Postgraduate Ideological and Political Education" issued by the Ministry of Education emphasizes the importance of postgraduate ideological and political education, and proposes the principle of "human-centered education and moral education first."

Under the framework of the mentor responsibility system, mentors play a vital role in the ideological and political education of postgraduate students. As the closest teachers to postgraduate students, mentors maintain close contact with them, including conducting scientific experiments, carrying out scientific research activities, organizing group discussions, and guiding academic papers. This enables mentors to keep abreast of the ideological trends of postgraduate students and identify and solve their problems in ideology and morality in a timely manner.

The responsibility of mentors in ideological and political education for postgraduate students is not only reflected in academic guidance but also in the guidance of moral character. Mentors have the obligation to combine education with talent cultivation, and consciously take responsibility for cultivating good academic ethics and character among postgraduate students. They guide postgraduate students to establish a correct worldview, outlook on life, and values through their own words and deeds, helping them to develop good moral qualities and a sense of social responsibility.

The mentor responsibility system is an important guarantee and effective means for ideological and political education of postgraduate students, while ideological and political education of postgraduate students is one of the critical contents of the mentor responsibility system. The two complement each other and together form a complete system of postgraduate education, providing solid support for cultivating high-quality talents with both moral integrity and professional competence.

### **3. Role positioning of mentors in ideological and political education for postgraduate students**

Mentors play multiple roles in ideological and political education for postgraduates, and their role orientation embodies both the responsibility of educators and the role of guides and role models.

Mentors are the responsible persons for the ideological and political education of postgraduate students. They are not only responsible for the academic guidance of postgraduate students but also responsible for guiding and educating their thoughts, morality, and behavior. In daily teaching and scientific research activities, mentors pass on correct values, ethics, and outlook on life to postgraduate students through words and deeds, setting a good example for them, and guiding them to form healthy and positive personality traits.

Mentors are the guides and mentors of postgraduate ideological and political education. They provide personalized ideological and political education programs based on the individual characteristics and growth needs of postgraduates, helping them establish a correct worldview, outlook on life, and values. At the same time, mentors also guide postgraduates to actively participate in society and understand society through organizing various forms of activities, such as academic seminars and social practices, to cultivate their sense of social responsibility and civic awareness.

Mentors are also role models and demonstrators of ideological and political education for postgraduate students. They set an example for postgraduate students with their own academic pursuits, scientific research spirit, moral qualities, and personality charm, and influence and inspire them through their own words and deeds, stimulating their passion and courage to pursue truth and explore the unknown.

In general, the role of mentors in ideological and political education for postgraduate students is multi-dimensional. They are educators and guides, role models, and demonstrators. Their role orientation fully reflects the characteristics and requirements of ideological and political education for postgraduate students, providing a strong guarantee for the cultivation of high-quality talents with both moral integrity and professional competence.

#### **4. Practical exploration of ideological and political education for postgraduate students under the mentor responsibility system**

Under the mentor responsibility system, the practical exploration of ideological and political education for postgraduate students is a complex and important task. This involves how mentors effectively fulfill their educational responsibilities and how to carry out targeted ideological and political education work in combination with the actual situation of postgraduate students.

##### **4.1. Strengthening the ideological and political education awareness and skill cultivation of mentors**

It is necessary to improve the awareness of mentors on the importance of ideological and political education for postgraduate students. Through organizing training, seminars, and other forms, mentors should clarify their responsibility and mission in ideological and political education for postgraduate students, and enhance their sense of responsibility and mission.

We should also strengthen the cultivation of mentors' ideological and political education capabilities. This includes enhancing the mentors' ideological and political theory level, enabling them to accurately grasp the ideological dynamics of postgraduate students, and providing targeted guidance and education. At the same time, it is also necessary to cultivate mentors' communication skills and interpersonal skills in order to better establish trust and positive relationships with postgraduate students and carry out effective ideological and political education.

##### **4.2. Enhancing the ideological and political education mechanism under the mentor responsibility system**

We need to establish and improve the ideological and political education mechanism under the mentor responsibility system and clarify the specific responsibilities and tasks of mentors in the ideological and political education of postgraduate students. Through the formulation of relevant systems or regulations, the ideological and political education responsibilities of mentors can be incorporated into the evaluation system to motivate them to more actively fulfill their educational responsibilities.

We also need to establish and improve a regular communication mechanism between mentors and postgraduate students to ensure that mentors can keep abreast of the ideological trends and learning and living conditions of postgraduate students and provide timely assistance and guidance.

### **4.3. Innovating the form and content of ideological and political education for postgraduate students**

In practice, we constantly explore and innovate the forms and content of ideological and political education for postgraduate students. In combination with the disciplinary characteristics and practical needs of postgraduate students, we carry out various ideological and political education activities, such as themed lectures, academic discussions, and social practices.

We should focus on combining ideological and political education with academic research, guide postgraduate students to establish correct values and methodologies in academic research and cultivate their innovative spirit and critical thinking.

### **4.4. Strengthening the emotional connection and interaction between mentors and postgraduate students**

The emotional connection and interaction between mentors and postgraduate students have a significant impact on the effectiveness of ideological and political education. Mentors should focus on establishing a good teacher-student relationship with postgraduate students, caring for their growth and development, and providing them with necessary support and assistance.

Postgraduate students are encouraged to actively participate in their mentors' scientific research projects and academic activities, and through cooperation and exchange, to enhance mutual understanding and trust, creating better conditions for ideological and political education.

In summary, the practical exploration of ideological and political education for postgraduate students under the mentorship responsibility system is a long-term and complex process. It requires the joint efforts and cooperation of mentors, schools, and all aspects of society to continuously improve relevant mechanisms and measures, and enhance the pertinence and effectiveness of ideological and political education.

## **5. Practical effect and optimization strategy**

Under the mentor responsibility system, the practical effect of ideological and political education for postgraduates is an important indicator to evaluate the advantages and disadvantages of this system. Through practical observation and feedback, it is found that under the active guidance of mentors, the ideological and political quality of postgraduates has been significantly improved. They are clearer about their life goals and social responsibilities, actively participate in academic research and social practice, and show a good spirit.

However, there are also some areas that need to be optimized and improved. For example, some instructors do not devote enough time and energy to ideological and political education, resulting in poor educational outcomes. In addition, some postgraduate students lack sufficient understanding of ideological and political education and lack the enthusiasm to actively participate. In response to these issues, the following optimization strategies are proposed.

- (1) Strengthening the ideological and political education training of mentors: Through regular training and learning, the mentors' attention to ideological and political education and teaching ability is improved, so that they can better fulfill their educational responsibilities. At the same time, an evaluation mechanism for the ideological and political education of mentors is established, incorporating

educational achievements into the mentors' performance appraisal system and encouraging mentors to participate more actively in the ideological and political education of postgraduates.

- (2) Innovating the form and content of ideological and political education: It is imperative to combine the actual needs and interests of postgraduate students and carry out various ideological and political education activities, such as theme lectures, social practice, academic seminars, etc., to enhance the participation and sense of gain of postgraduate students. At the same time, we need to pay attention to combining ideological and political education with academic research and guide postgraduate students to establish correct values and academic ethics in academic research.
- (3) Strengthening the understanding of postgraduate students on ideological and political education: Through publicity and education, case analysis, and other methods, postgraduate students are guided to realize the importance of ideological and political education and stimulate their enthusiasm for active participation. At the same time, a feedback mechanism for postgraduate ideological and political education is established, timely understanding the ideological dynamics and learning situation of postgraduate students and providing a basis for optimizing educational content and methods.
- (4) Forming a joint force to promote ideological and political education for postgraduate students: Schools, mentors, postgraduate students, and all parties in society should work closely together to form a joint force to promote the in-depth development of ideological and political education for postgraduate students. Schools should provide necessary support and guarantees, mentors should fulfill their educational responsibilities, postgraduate students should actively participate in learning, and society should create a good public opinion atmosphere and external environment.

In summary, the practical effect of ideological and political education for postgraduate students under the mentor responsibility system is significant, but there are still some areas that need to be optimized and improved. By strengthening mentor training, innovating educational forms and content, enhancing postgraduate students' awareness, and forming a joint force, the quality and effectiveness of ideological and political education for postgraduate students can be further improved.

## 6. Conclusions

The mentor responsibility system provides new opportunities and challenges for ideological and political education for postgraduate students. By clarifying the role of mentors, enriching educational content, innovating educational methods, and strengthening communication between teachers and students, the quality and effectiveness of ideological and political education for postgraduate students can be effectively enhanced. In the future, research and practice on ideological and political education for postgraduate students under the mentor responsibility system should be further deepened to contribute to the cultivation of more high-quality talents.

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## Disclosure statement

The authors declare no conflict of interest.

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