

Research on the Practical Paths and Strategies of Integrating Traditional Chinese Culture Education into “One-Stop” Student Communities

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Abstract: Excellent traditional Chinese culture, which can cultivate students’ sentiments and shape their values, serves as an important resource for ideological and political education. In the context of the times, counselors integrating excellent traditional Chinese culture education into “one-stop” student communities enrich the content and innovate the forms of ideological and political education. This practice is of great practical significance, as it enhances students’ cultural confidence, improves their cognitive abilities, and encourages them to become disseminators and promoters of excellent traditional Chinese culture. Therefore, the author first analyzes the necessity of integrating traditional Chinese culture education into “one-stop” student communities, and then explores its practical paths and strategies based on the needs of students’ all-around development, aiming to provide theoretical reference and practical guidance for culture-based education and ideological and political education.

Keywords: Traditional Chinese culture; “One-Stop” student community; Practical path; Educational strategy

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1. Introduction

The “one-stop” student community provides a practical carrier for the concept of “three-full education” (full-process, all-round, and whole-staff education), and serves as an important grasp for counselors to promote educational reforms in colleges and universities and broaden the channels of ideological and political education. Meanwhile, the “Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities” clearly states that colleges and universities should comprehensively promote the construction of “one-stop” student communities, creating a new education model integrating education, management, and services. The “Opinions on Implementing the Project for the Inheritance and Development of Excellent Traditional Chinese Culture” requires colleges and universities to integrate excellent traditional Chinese culture into the entire process of education and teaching. Against this background, counselors need to actively explore effective strategies to integrate excellent traditional Chinese culture into “one-stop” student communities,

so as to enrich the theoretical research results and practical methods of ideological and political education.

Currently, counselors generally recognize the importance of integrating excellent traditional Chinese culture into “one-stop” student communities and have made many beneficial attempts. However, in the process of educational practice, there are still problems such as a single form of integration and low student participation, which, to a large extent, restrict the improvement of educational effectiveness. In order to further exert the educational role of excellent traditional Chinese culture, give play to the advantages of “one-stop” student communities, such as spatial agglomeration, functional integration, and proximity to students’ lives, and expand the educational platform, counselors should organically integrate the two. Compared with traditional educational methods, this approach can enrich the dimensions of cultural education, enhance the affinity and appeal of ideological and political education, and touch students’ hearts. The author researched the “one-stop” student community of our university, analyzed typical cases of integrating excellent traditional Chinese culture into “one-stop” student communities, and then constructed practical paths and strategies that meet actual needs, in order to provide a reference for the development of related educational work.

2. Analysis on the necessity of integrating excellent traditional Chinese culture into the “One-Stop” student community

2.1. An inevitable requirement for implementing the fundamental task of morality education

Excellent traditional Chinese culture is the crystallization of the nation’s wisdom, which contains a wealth of ideological and political education elements. For example, “everyone is responsible for the rise and fall of the country”, “do not do to others what you do not want others to do to you”, “promises must be kept and actions must be resolute”, etc. Counselors integrate these into the “one-stop” student community to cultivate students’ feelings of family and country, integrity, and guide students to learn the correct way of dealing with others, which is of great significance for implementing the fundamental task of morality education. Therefore, integrating excellent traditional Chinese culture into the “one-stop” student community is an effective way to present abstract ideological and political knowledge in a vivid and life-oriented manner, so as to influence and touch students, and it is also an inevitable requirement for implementing the fundamental task of morality education ^[1].

2.2. An effective way to enhance cultural confidence

Surveys show that college students’ understanding of excellent traditional Chinese culture is fragmented and superficial. For example, only a small number of the student samples who participated in this survey can completely tell which classics are included in the “Four Books” and accurately state the origin of traditional cultural festivals. This reflects that contemporary college students lack cultural confidence, which is related to the deficiency in the education of excellent traditional Chinese culture. Counselors integrating excellent traditional Chinese culture into the “one-stop” student community, creating a strong cultural atmosphere, and enriching the forms of students’ cultural practice activities can effectively solve the problems in education in this aspect. Integrating excellent traditional Chinese culture into the “one-stop” student community and making it part of students’ campus life can strengthen students’ learning and understanding of excellent traditional Chinese culture and enhance their sense of identity with it.

2.3. An important measure to improve the “Three-Full Education” system

Integrating excellent traditional Chinese culture into the “one-stop” student community can promote educational

activities to extend from the classroom to students' actual life, promote the diversification of educational subjects, and promote the transformation of educational methods from "preaching" to practical activities. Therefore, it is an important measure to improve the "Three-Full Education" system and an important aspect of the current reform of higher education. Relevant educational data analysis results show that after excellent traditional Chinese culture is integrated into the "one-stop" student community, students' enthusiasm for participating in ideological and political activities has been significantly improved, and their sense of identity with the school has also been significantly enhanced ^[2].

3. Practical approaches to integrating excellent traditional Chinese culture into "One-Stop" student communities

3.1. Environmental immersion: creating a cultural education space for traditional culture

The "one-stop" student community extends traditional culture education from the classroom to students' daily lives, breaking through spatial limitations ^[3]. In the new era, colleges and universities can create traditional culture-themed landscapes in "one-stop" student communities. For example, in the public areas of student dormitories, "cultural corridors" and "local intangible cultural heritage display corners" can be set up to showcase local characteristic traditional culture and create a strong atmosphere of traditional culture. They can also transform students' living spaces with traditional culture education, integrating traditional cultural elements into the decoration design of student dormitories. Such a transformation of living spaces can significantly improve students' average score of civilized literacy. In addition, it is necessary to build digital spaces full of traditional cultural elements, such as the "Cloud Sinology Platform," to facilitate students' learning of traditional culture anytime and anywhere ^[4].

3.2. Education through activities: building a practical system for traditional culture

In the construction of "one-stop" student communities based on traditional Chinese culture, emphasis should be placed on building a cultural practice system and achieving the goal of educating through activities. The main types of activities include the following three:

- (1) Regular activities, such as monthly "Sinology lectures" and "classic reading sessions" ^[5]. A certain university has persisted in holding "morning reading of classics" activities, with the cumulative number of participating students exceeding 10,000.
- (2) Festival activities, such as special activities like paying tribute to martyrs on Qingming Festival, making zongzi on Dragon Boat Festival, and holding mid-autumn poetry gatherings on Mid-Autumn Festival.
- (3) Innovative activities. Currently, new forms of activities such as traditional culture, creativity competitions and Hanfu shows are popular among students ^[6].

3.3. Curriculum integration: improving the education system for traditional culture

Curriculum integration plays an important role in promoting the infiltration of traditional Chinese culture into "one-stop" student communities. Colleges and universities can strengthen curriculum integration and improve the traditional culture education system from the following three perspectives.

- (1) Infiltration of ideological and political courses in the community: Add special topics on traditional culture to ideological and political courses, such as party lectures and league lectures in the student community. Topics like "The Thought of Governance in the Analects" and "Traditional Family Instructions and

Modern Family Traditions” are of great interest to students.

- (2) Construction of general education courses in the community: Offer courses such as “Essence of Chinese Culture” and “Appreciation of Traditional Arts” in “one-stop” student communities.
- (3) Development of micro-courses: Produce micro-course videos with the theme of “Learning Sinology in Five Minutes” to facilitate students’ fragmented learning in the community ^[7].

3.4. Team building: cultivating forces for educating with traditional culture

To strengthen the educational forces of traditional culture and promote its effective infiltration into “one-stop” student communities, colleges and universities should attach importance to the construction of professional university teams, student backbone teams, and social support teams. ^[8] Among them, the professional university team refers to a guidance team composed of counselors, ideological and political theory teachers, cultural course teachers, sinology researchers, scholars, etc. This team needs to regularly organize students to participate in traditional culture activities. The student backbone team, as the name implies, is a team of traditional culture propagandists composed of students. It can play a leading role among peers and encourage students to actively participate in relevant cultural activities. The social support team integrates social resources for traditional culture education. Colleges and universities can invite intangible cultural heritage inheritors and cultural masters to the campus to display traditional culture for students. For example, a certain university has cooperated with the local cultural center to establish an off-campus tutor pool of 20 people, achieving good results in promoting traditional culture.

3.5. Mechanism guarantee: building an education system for traditional culture

In the application of excellent traditional Chinese culture in “one-stop” student communities, it is necessary to strengthen mechanism guarantees and lay a solid foundation for relevant educational work.

- (1) Organizational leadership mechanism: Establish a special working group led by school leaders, and incorporate traditional culture education into the overall planning of community construction.
- (2) Resource integration mechanism: Allocate special funds. A certain university invests 500,000 yuan annually in community cultural construction.
- (3) Evaluation and incentive mechanism: Specifically, it refers to incorporating traditional culture literacy into students’ comprehensive quality evaluation and setting up honors such as “Cultural Heritage Award” ^[9].

4. Implementation strategies for integrating traditional Chinese culture education into the “One-Stop” student community

4.1. Adhere to value guidance and highlight educational effectiveness

In the current construction of “one-stop” student communities in colleges and universities, emphasis should be placed on the value guidance of community culture. Effective measures should be taken to build brands of traditional cultural activities and improve the working model of cultural education, to further exert the leading role of traditional Chinese culture ^[10]. This means that efforts should be made to create a “boom” of traditional culture in the community, strengthen value guidance for students through community cultural construction, and enhance the effectiveness of cultural education. For example, with cultural education as the orientation, various art competitions can be organized to encourage students to learn traditional culture, enhance friendships, and enrich their spiritual world in these activities; through various measures of “educating people through culture”,

traditional culture can be disseminated among students, prompting them to improve their ideological realm in the process of learning traditional culture and then take the initiative to standardize their daily behaviors ^[11].

4.2. Focus on school-specific measures and build characteristic brands

Colleges and universities should construct “one-stop” student communities in combination with their own school-running characteristics. For instance, traditional Chinese medicine colleges can integrate TCM culture into the community, while normal universities can incorporate the spirit of educators, allowing students to inherit the essence of traditional culture in community activities. When students live in a community environment with a strong cultural atmosphere for a long time, they will unconsciously learn traditional culture and demand themselves according to the professional ethics required by traditional culture. Taking engineering colleges as an example, they should organize activities to learn the craftsmanship spirit of outstanding historical craftsmen, such as Lu Ban, in the construction of “one-stop” student communities in light of their own characteristics, enabling students to understand the relevant ideas in traditional culture.

4.3. Strengthen digital empowerment and innovate dissemination methods

Against the backdrop of educational digital transformation, the construction of “one-stop” student communities should attach importance to technological empowerment, and carry out traditional culture education through various digital teaching resources, platforms, and tools, thereby innovating the dissemination methods of traditional culture among students ^[12]. For example, colleges and universities can use virtual reality technology to restore some famous historical scenes, allowing students to learn historical knowledge and perceive the influence of traditional culture in the virtual space; they can publicize traditional culture through platforms such as Douyin and Kuaishou, enrich students’ entertainment life, and prompt them to improve their cultural literacy and enhance cultural identity in the process of “playing” ^[13]. On the basis of developing these digital channels for traditional culture education, colleges and universities can also develop game mini-programs, such as “Sinology Pass,” to enable students to contact and understand traditional culture in games. Compared with traditional ways of disseminating traditional culture, game mini-programs are equipped with different levels and corresponding reward mechanisms, which can enhance students’ sense of gain and accomplishment and improve user stickiness among students.

4.4. Promote collaborative education and form a joint workforce

The “school-family-society” collaborative mechanism can form a joint work force, promoting the effective and all-round integration of traditional Chinese culture education into the “one-stop” student community ^[14]. In the construction of “one-stop” student communities, it is necessary to innovate thinking, use various cooperation methods to jointly formulate traditional culture education plans with qualified social organizations, students, and parents, and move the location of traditional culture education from colleges to families and cultural venues, to encourage students to learn more about traditional Chinese culture. For example, a university has significantly improved the educational effect through activities such as the “Home-School Cultural Festival” ^[15].

5. Conclusion

In the new era, integrating traditional Chinese culture education into the construction of “one-stop” student communities is both feasible and inevitable. This not only promotes educational reform, but also enriches

students' learning experience of traditional culture and enhances their satisfaction with educational management work. In the future, colleges and universities should strengthen the exploration of integration methods, establish corresponding educational evaluation mechanisms, and then further adjust the integration methods of traditional Chinese culture based on the evaluation results.

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