

Research on the Construction Path of the Ideological and Political Education Community for Postgraduates in Colleges and Universities of Heilongjiang Province

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Abstract: Against the dual background of implementing the fundamental task of fostering virtue through education and cultivating and developing new-quality productive forces, constructing an ideological and political education community for postgraduates has become an important direction for the reform of higher education. Focusing on colleges and universities in Heilongjiang Province, this paper combines the Marxist community thought and the concept of “whole-process, all-round, and all-staff education” to construct a “five-in-one” framework of the postgraduate ideological and political education community, which includes “value synergy, subject synergy, curriculum synergy, process synergy, and environment synergy.” By analyzing the practical difficulties faced by colleges and universities in Heilongjiang Province, such as the uneven distribution of ideological and political education resources for postgraduates and insufficient subject collaboration, this paper discusses the construction logic and implementation strategies of the postgraduate ideological and political education community in colleges and universities of Heilongjiang Province from three dimensions: theoretical foundation, practical expansion, and guarantee mechanism. It aims to provide references for promoting the high-quality development of postgraduate talent cultivation in the Northeast Old Industrial Base.

Keywords: Postgraduate education; Ideological and political education; Community

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1. Introduction

The Party and state leaders have emphasized that “ideological and political work should be integrated into the entire process of education and teaching to achieve whole-process and all-round education.” As the highest level of higher education, postgraduate education undertakes the important mission of serving the national strategic needs and cultivating innovative talents. Its ideological and political education is directly related to the value orientation and social contributions of postgraduates^[1]. As the core of the old industrial base in Northeast China, Heilongjiang Province is home to a number of high-level universities such as Harbin Institute of Technology and

Harbin Engineering University. However, the ideological and political education for postgraduates in the province still faces practical problems, including unbalanced distribution of inter-university resources, homogeneity of educational models, and insufficient collaboration among educational entities.

At the theoretical level, the construction of an ideological and political education community breaks the closedness and singularity of traditional ideological and political education, and emphasizes the formation of a joint force through the collaborative education of multiple entities. The concept of “community” proposed by Ferdinand Tönnies in *Community and Society* emphasizes an organic whole formed based on common goals and emotional bonds, which provides a theoretical foundation for the construction of an ideological and political education community^[2]. At the practical level, universities in Heilongjiang Province have made initial explorations in aspects such as ideological and political education through curriculum and inter-university cooperation, but have not yet formed a systematic community-based education model. Based on the requirements for cultivating high-level talents under the development of new-quality productive forces, this study constructs a postgraduate ideological and political education community with Heilongjiang characteristics. It holds significant theoretical and practical value for improving the ideological and political education system in universities within the province, enhancing the quality of postgraduate cultivation, and serving the local economic and social development.

2. Theoretical basis and core connotation of the postgraduate ideological and political education community

2.1. Theoretical origins

The core theoretical support for this study is the Marxist thought of community. Marx argued that “the essence of man is the true community of man.” This idea reveals the dialectical unity between the individual and the collective, and at the same time provides a philosophical foundation for the construction of the ideological and political education community. From the Marxist perspective, the postgraduate ideological and political education community is a specific manifestation of the “association of free individuals” in the field of education. It realizes the high unity of individual value and social value by breaking down inter-university barriers and integrating different educational resources^[3].

The theory of collaborative governance provides methodological guidance for the construction of the community. This theory emphasizes that multiple subjects achieve the optimal allocation of resources through rule negotiation, which is highly consistent with the collaboration of multiple forces such as universities, supervisors, and society in the ideological and political education community^[4]. In addition, China’s concept of “all-round education by all staff in all processes” and the requirements of the “Ten Education Systems” form a comprehensive education framework that integrates ideological and political education into the entire process and all links of postgraduate training, providing a policy basis for the practical path of the community.

2.2. Definition of core concepts

2.2.1. Postgraduate ideological and political education

It refers to the work carried out by university counselors, postgraduate supervisors, and other personnel in accordance with the law of postgraduates’ growth. Through ideological guidance, political education, and moral cultivation, it guides postgraduates to establish correct outlooks on life, the world, and values, enabling them to become qualified builders and reliable successors of the cause of socialism with Chinese characteristics who are well-developed morally, intellectually, physically, aesthetically, and labor-wise. Compared with undergraduate

ideological and political education, postgraduate ideological and political education places greater emphasis on the integration of academic ethics, research integrity, and professional responsibility.

2.2.2. Postgraduate ideological and political education community

The construction of the postgraduate ideological and political education community is a high-standard task. On the one hand, it requires various educational subjects to exert their respective strengths in their own positions; on the other hand, it involves integrating various educational forces to generate new educational momentum and achieve joint education. It can be understood as follows: clarify the functions and divisions of labor among multiple subjects, including universities within a province, groups of supervisors, full-time counselors, postgraduate Party and league organizations, and social institutions; give full play to the joint role of all elements of the community; and form a three-dimensional educational network covering the entire cycle of postgraduate training through inter-university linkage and cross-regional cooperation.

3. Current Situation and dilemmas of ideological and political education for postgraduates in colleges and universities of Heilongjiang Province

3.1. Current development status

In recent years, colleges and universities in Heilongjiang Province have carried out a series of explorations focusing on ideological and political education for postgraduates. In terms of curriculum construction, most colleges and universities have offered compulsory courses such as “Theory and Practice of Socialism with Chinese Characteristics for a New Era” and tried to integrate ideological and political elements into professional teaching^[5]. In terms of the teaching staff, a preliminary framework of the education team featuring “tutors + counselors + ideological and political course teachers” has taken shape^[6]. In terms of practical activities, relying on red resources such as the spirit of the Northeast Anti-Japanese United Army and the Daqing Spirit, themed educational activities have been carried out^[7].

From a macro perspective, the ideological and political education for postgraduates in colleges and universities of Heilongjiang Province is still in the stage of decentralized development. According to practical visits and investigations, only a small number of colleges and universities in the province have established an inter-university cooperation mechanism for ideological and political education. Most postgraduates believe that the ideological and political education content of their schools is not closely integrated with scientific research practice, and at the same time, some tutors say they also lack systematic training in ideological and political education.

3.2. Major dilemmas

Imbalanced resource allocation: There is an obvious “echelon gap” among colleges and universities in Heilongjiang Province. High-level universities and local colleges have significant differences in terms of ideological and political education funds, teaching staff, and practical bases. Taking Harbin as an example, the annual special fund for ideological and political education of universities directly under the central government is 3 to 5 times that of local undergraduate colleges. This imbalance leads to uneven quality of ideological and political education for postgraduates across the province.

Insufficient subject synergy: As the core force of ideological and political education, full-time teachers of ideological and political courses have the limitation of “fighting alone.” For postgraduate tutors, they pay

insufficient attention to guiding students' ideology, focusing more on academic work while neglecting ideological and political education. Full-time counselors are burdened with heavy routine work, making it difficult for them to concentrate on value guidance. Moreover, there is a lack of regular inter-university cooperation mechanisms, which hinders the sharing of high-quality curriculum resources and outstanding teacher resources. The participation of social forces is low; educational entities such as enterprises and alumni have not been effectively transformed into materials for ideological and political education, and their role in education has not been fully exerted.

Outdated educational content and methods: On one hand, the ideological and political education content of some colleges and universities still remains at the level of theoretical indoctrination, and lacks targeted responses to practical issues of concern to postgraduates, such as academic ethics and career development. On the other hand, the current ideological and political teaching methods are still dominated by classroom lectures, with less application of interactive methods such as case teaching and social practice. This makes it difficult to stimulate postgraduates' independent exploration and in-depth thinking, and restricts the internalization effect of ideological and political education.

Inadequate evaluation mechanism: Firstly, a scientific evaluation system for the ideological and political education community has not yet been established, resulting in the absence of such a system. Secondly, the existing assessment focuses more on quantitative indicators such as the attendance rate of ideological and political courses and participation rate in activities. This kind of evaluation, which emphasizes form over substance, cannot truly reflect the actual effect of ideological and political education, and it is difficult to effectively stimulate the internal motivation of various subjects for collaborative education.

4. Pathways for building the community of ideological and political education for postgraduates in Heilongjiang Universities

4.1. Value synergy: Consolidating the ideological foundation of the community

Value synergy is the soul of community building, which needs to be guided by core socialist values to form a unified orientation for talent cultivation. Focusing on the fundamental questions of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them", educators should integrate the goal of fostering virtue through education into the entire process of postgraduate training, and clarify the value positioning of each university in the community: ministerial universities play a leading and exemplary role, while local universities focus on the ideological and political education for application-oriented talents, forming a complementary development pattern. Educators will establish a joint meeting system for postgraduate ideological and political education across the province, regularly conduct special studies on the theoretical system of socialism with Chinese characteristics, take the practice of revitalizing the old industrial base in Northeast China as a vivid teaching material, and guide postgraduates to understand their mission in regional development. In addition, educators will jointly formulate the Code of Academic Ethics for Postgraduates in Heilongjiang Province, and cultivate postgraduates' scientific spirit of rigorous study and seeking truth from facts through inter-university academic forums, case warning education, and other forms.

4.2. Subject synergy: Building a diversified participation network for talent cultivation

Subject synergy is the core of the community's efficient operation, which requires breaking down "inter-university barriers" and the boundaries between "family, school, and society." With the double first-class universities in

Heilongjiang Province as the leading units, educators will establish the “Longjiang Postgraduate Ideological and Political Education Alliance”, build an inter-university recognized credit system for ideological and political courses, and carry out activities such as cross-university joint teaching and famous teachers’ lectures. For example, educators can rely on the aerospace spirit education resources of Harbin Institute of Technology and the shipbuilding military industry culture of Harbin Engineering University to create characteristic shared modules for ideological and political education. Educators will implement the “Program for Improving Postgraduate Tutors’ Ability in Ideological and Political Education”, incorporate the ability of ideological and political education into the tutor assessment indicators, and enhance tutors’ awareness and ability of “ideological and political education” through inter-university tutor training courses, ideological and political case workshops, and other forms. Educators will establish university-enterprise cooperative education bases, invite Longjiang entrepreneurs and industry experts to participate in postgraduate ideological and political education, and enhance postgraduates’ sense of professional mission through activities such as “Great Craftsmen Entering Campuses” and “Stories of Serving the Country through Science and Technology.” educators will also link up alumni resources, set up an “Excellent Alumni Tutor Group”, and give play to the leading role of peers.

4.3. Curriculum synergy: Building an integrated and innovative curriculum system

Curriculum synergy serves as the main channel for talent cultivation in the community, requiring the organic integration of ideological and political courses with curriculum-based ideological and political education, as well as the integration of theoretical teaching with practical teaching. Educators will jointly compile characteristic textbooks such as Longjiang Revitalization and Postgraduates’ Mission with universities in the province, and develop thematic courses including “Digital Economy and Northeast Revitalization” and “Ecological Civilization and Longjiang Practice.” By adopting the model of “online sharing + offline discussion”, educators will ensure high-quality curriculum resources cover the entire province. Educators will establish curriculum-based ideological and political research centers by discipline category to extract ideological and political elements embedded in each major. For instance, in science and engineering majors, educators will incorporate the spirit of “serving the country through science and technology” embodied in “major national strategic technologies and equipment”; in liberal arts majors, educators will strengthen red culture education such as the spirit of the Northeast Anti-Japanese United Army, thereby forming integrated “major + ideological and political education” courses. Relying on Heilongjiang’s red education bases and industrial parks, educators will design practical courses like “Retracing the March Route of the Anti-Japanese United Army” and “Intelligent Manufacturing Experience Camp”, and build inter-university shared practical teaching bases. Postgraduates will be required to complete no less than 2 credits of cross-university practical courses during their studies.

4.4. Process synergy: Constructing a full-cycle talent cultivation chain

Process synergy requires integrating ideological and political education throughout the entire postgraduate cultivation cycle, covering the enrollment, training, and graduation stages, to form a continuous education mechanism. During the enrollment stage, thematic admission education centered on the “Longjiang Spirit” is carried out; through inter-university freshmen forums, senior students’ experience-sharing sessions, and other forms, postgraduates are helped to establish correct learning goals, mental health files for postgraduates are established, and targeted psychological counseling is provided. In the training stage, academic ethics education is integrated, and a cross-university joint supervision mechanism against academic misconduct is established; at

the same time, the cultivation of social responsibility is strengthened through social practice, postgraduates are organized to participate in voluntary activities such as “rural revitalization research” and “community services”, and practical performance is included in the comprehensive quality evaluation. In the graduation stage, thematic education on “professional ethics and social responsibility” is conducted to guide postgraduates in establishing a correct employment outlook; a graduate tracking and feedback mechanism is established, and the content of ideological and political education is dynamically optimized through employer evaluations, alumni interviews, and other methods.

4.5. Environment synergy: Creating an immersive talent cultivation atmosphere

Environmental synergy requires leveraging the dual roles of culture and systems to build an educational ecosystem where the “soft environment and hard environment” are deeply integrated. To jointly develop the soft environment of campus culture, the “Longjiang Postgraduate Cultural Festival” is held, and cross-university activities such as red classic recitations and sci-tech cultural exhibitions are carried out; virtual reality technology is used to co-establish a “digital red exhibition hall”, enabling the efficient flow of high-quality cultural resources and providing vivid cultural carriers for ideological and political education. A collaborative management method for the member units of the community is formulated to optimize the hard environment of ideological and political education through systems, clarify the rights and responsibilities of each subject, set up a “Postgraduate Ideological and Political Education Collaborative Innovation Fund” to support inter-university cooperation projects, incorporate the construction of the ideological and political education community into the assessment and evaluation system of universities, and establish a dynamic evaluation mechanism. The “Longjiang Postgraduate Ideological and Political Education Cloud Platform” is built to empower the smart educational environment with digital technology, integrating resources such as online courses, academic lectures, and practical activities. Relying on big data analysis technology, it analyzes data including postgraduates’ learning dynamics and interactive remarks on the platform, accurately identifies their ideological trends and growth needs, and provides real-time value guidance, thus forming a comprehensive and multi-level closed-loop educational ecosystem.

5. Guarantee mechanisms for the postgraduate ideological and political education community

5.1. Organizational guarantee

To ensure the standardized operation and efficient advancement of the university ideological and political education community, it is necessary to establish an organizational management system with a clear hierarchical structure and well-defined rights and responsibilities. On the one hand, a leading group for community construction should be set up, led by the Heilongjiang Provincial Department of Education and involving university leaders in charge of ideological and political education. This group will be responsible for top-level planning, major decision-making, and resource coordination. On the other hand, subordinate institutions such as the Academic Committee and the Executive Office should be established to take charge of the specific implementation of plans and daily management. Finally, each university needs to form a special working group, which will decompose the community’s talent cultivation tasks into specific implementable measures based on the university’s actual situation, ensuring that talent cultivation initiatives take effect at the grassroots level.

5.2. Resource guarantee

The material foundation for the long-term operation of the community lies in the continuous supply of resource elements. Firstly, a special fund for the provincial postgraduate ideological and political education community should be established, with a clear scope of use (mainly for curriculum development, teacher training, and the construction of practical bases). A fund management process featuring “project application—expert review—dynamic supervision—performance evaluation” should be established. Secondly, an inter-university resource sharing mechanism should be built. Through a matching model of “resource list—demand list—connection list”, resources such as laboratories, libraries, and renowned teachers should be opened to member units of the community, promoting the efficient flow of resources. Thirdly, channels for social resources should be expanded, social capital should be introduced, and enterprises, foundations, and other entities should be encouraged to set up innovation funds for ideological and political education. This will broaden the sources of funds and form a diversified resource pattern characterized by “government leadership, university collaboration, and social participation.”

5.3. Evaluation guarantee

To ensure the efficient operation of the university ideological and political community, an evaluation system featuring “multi-subject participation and multi-dimensional assessment” should be constructed. Firstly, observable and quantifiable core indicators should be set from dimensions such as postgraduates’ ideological quality, academic ethics, and social responsibility. At the same time, indicators for the operational efficiency of the community should be taken into account, forming a dual-dimensional evaluation framework that integrates “talent cultivation effectiveness and operational quality.” Secondly, a combination of self-evaluation, cross-evaluation, and third-party evaluation should be adopted to conduct regular assessments of the community’s operational effects, ensuring the neutrality and scientificity of the evaluation results. Thirdly, a closed-loop feedback mechanism for evaluation results should be established. The evaluation results should be used as the core basis for the dynamic adjustment of the community construction plan, and the plan should be adjusted dynamically according to the evaluation situation, forming a positive cycle of “evaluation—feedback—optimization—improvement.”

6. Conclusion and outlook

The construction of the ideological and political education community for postgraduates in colleges and universities of Heilongjiang Province is a systematic project. The “Five-in-One” construction framework proposed in this paper, through the multi-dimensional linkage of value, subject, curriculum, process, and environment, provides an operable practical plan for pooling the regional joint efforts in ideological and political education. The completion of this community can not only solve the problem of unbalanced development of postgraduate ideological and political education in the region, optimize the allocation of resources for postgraduate ideological and political education in Heilongjiang Province, and cultivate high-quality talents who meet the development requirements of new-quality productive forces, but also enhance the effectiveness of ideological and political education, and provide replicable and promotable practical experience for the coordinated development of regional ideological and political education in colleges and universities across the country. In the future, the construction of the postgraduate ideological and political community needs to further explore the innovation of operation mode under the digital background, study the differentiated paths of community construction according to the characteristics of postgraduates in different disciplines, so as to make ideological and political education more

targeted and effective, and lay a solid ideological foundation for cultivating high-level talents who “take root in Heilongjiang and serve the country.”

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