

The Construction of Ideological and Political Education in Colleges and Universities under the Concept of “Three Comprehensive Education”

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Abstract: Interviews with ideological and political educators in local colleges and universities, along with extensive student research, reveal challenges in constructing ideological and political teams at colleges and universities. In response, the spirit of enhancing the quality of independent talent training advocated by the 20th National Congress of the Communist Party of China has been utilized. Moreover, leveraging the advantages of teacher characteristics, relevant countermeasures, and suggestions are proposed. The aim is to enhance the construction of ideological and political teams in colleges and universities while fully embracing the concept of “Three comprehensive education,” thus providing more impactful guidance and enlightenment. These measures will not only assist colleges and universities in achieving more comprehensive talent training goals but also emphasize the unique value of teachers in training character development.

Keywords: Three comprehensive education; Ideological and political education; Independent talent training

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1. Introduction

Colleges and universities that serve as vital institutions for nurturing talent are facing unprecedented challenges and opportunities amidst rapid societal development and educational reform. A critical aspect within this landscape is ideological and political education, which necessitates effectively training individuals and cultivating good moral character, social responsibility, and comprehensive qualities. Guided by the insights from the 20th National Congress of the Communist Party of China, there is an invaluable emphasis on enhancing the quality of independent talent training by leveraging the unique characteristics of each institution’s faculty^[1].

Integral to ideological and political education is the construction and development of the ideological and political workforce to significantly enhance personnel training quality. The integration of the “three comprehensive education” concept that emphasizes holistic, comprehensive, and inclusive education, is vital in this regard^[2]. Scholars have increasingly focused on applying this concept to ideological and political education to research effective educational approaches and the establishment, growth, cultivation, and training

of ideological and political work teams within this framework. These findings offer valuable references for constructing ideological and political work teams and enhancing independent talent training quality^[3].

This study employs innovative research methods to investigate the implementation and development of ideological and political work team construction within the framework of “three comprehensive education”. In-depth interviews, extensive research, case analysis, and quantitative data analysis are utilized to provide comprehensive theoretical and practical references for constructing ideological and political teams in colleges and universities, aiming to enhance talent training quality^[4-6].

2. Literature review

2.1. Progress in ideological and political education

Through literature review and investigation, the findings of this study concluded that local colleges and universities have made notable achievements in the establishment of ideological and political work teams. Firstly, these institutions have succeeded in forming a relatively stable team of ideological and political educators, comprising party workers, student cadres, and dedicated ideological and political teachers. This team has played a pivotal role in guiding students toward fostering a correct worldview, life outlook, and values^[1]. Secondly, colleges and universities have developed comprehensive ideological and political curricula, encompassing fundamental principles of Marxism, ideological and moral cultivation, the synopsis of modern Chinese history, and an introduction to the sense of community of the Chinese nation. Such courses serve as a robust foundation for nurturing students’ sound ideological and moral character and political literacy^[2]. Furthermore, institutions are increasingly enhancing the practical aspects of ideological and political education, thereby bolstering students’ overall competence and practical skills through participation in social activities, volunteer services, and other experiential learning opportunities. Lastly, colleges and universities are placing significant emphasis on integrating ideological and political education into the curriculum, effectively amalgamating teaching and educational endeavors, thus furthering the development of all faculty and staff involved in educational initiatives^[3].

2.2. Persistent challenges and issues

However, despite the strides made, challenges persist in fully realizing the concept of “comprehensive education” in local colleges and universities, particularly concerning the construction of ideological and political work teams. Primarily, there is a pressing need to enhance the quality and expertise of ideological and political educators. Some educators lack comprehensive theoretical knowledge and substantial teaching experience, thereby compromising the effectiveness of educational outcomes^[4]. Additionally, there is a necessity to elevate the quality and efficacy of ideological and political courses. Certain instructors adhere to conventional teaching methods, devoid of innovation and pertinence, thereby failing to cultivate critical thinking among students and hindering effective engagement. Moreover, the implementation of practical components in the curriculum necessitates reinforcement. Practical teaching resources that are limited and off-campus pose challenges, underscoring the urgency to explore supplementary educational resources and enhance the organization and management of practical components to optimize student learning experiences. Continuous efforts are essential to precisely comprehend the essence of ideological and political curriculum construction and ensure the effective implementation of its requisites^[5]. Furthermore, there is a need to enhance the educational philosophy and awareness among management and service personnel. The establishment of a comprehensive staff education system remains incomplete, warranting concerted efforts towards its realization^[6].

3. Fostering excellence through three comprehensive education: strategies for holistic development

3.1. Strengthen the construction of the organizational system of ideological and political education

The establishment of an organizational system for ideological and political education serves as the foundation for implementing the concept of “three comprehensive education” and ensures the cohesive efforts of the entire institution towards ideological and political education ^[1]. Firstly, it is imperative to establish a leadership group dedicated to overseeing the school’s ideological and political education, ensuring coordinated efforts across departments and unified leadership from the party committee. This system should facilitate full participation, follow-up, and coordination at all levels ^[4]. Secondly, there is a need to cultivate a proficient cadre of party workers, with a strong commitment to ideological and political work as a cornerstone of party building. This entails selecting and empowering grassroots party organization members, enhancing their political acumen, and ensuring comprehensive coverage of the members ^[7]. A multi-tiered, multi-channel, and ongoing learning and education system should be developed to enhance the theoretical knowledge and practical skills of party workers, improving the management system of party members, and leveraging grassroots party organizations as bastions and role models for party members and cadres. Thirdly, emphasis should be placed on bolstering the ranks of students’ ideological and political work personnel, particularly through the appointment of full-time counselors and class teachers. Adhering to the Ministry of Education’s regulations, a mix of full-time and part-time counselors should be allocated through diverse channels, with regular gatherings for experience sharing to enhance their effectiveness. Class teachers, integral to the student support system, should be equipped to guide moral cultivation and support mental health, with a clear delineation of their responsibilities and continuous development opportunities. Concurrently, efforts should focus on strengthening the teaching and management service teams to create a holistic education system that integrates teaching, management, and service, that cater to the comprehensive needs of students.

3.2. Emphasize the educational function of the main channel of the classroom

To ensure alignment between the ideological and political curriculum and classroom teachings, it is crucial to integrate both seamlessly, while maximizing the classroom’s educational potential ^[5]. First and foremost, there is a need to fortify the cadre of ideological and political educators by emphasizing attributes like political acumen, depth of understanding, innovative thinking, broad perspective, discipline, and positivity. Training and mentorship programs should be intensified to enhance teaching methods and capabilities ^[4]. Diversified approaches such as case studies, interactive discussions, group dialogues, and speeches should be introduced to engage students and foster active participation in ideological and political courses. Establishing a research platform for ideological and political educators can facilitate collaborative research on significant practical and theoretical issues, encouraging participation in various advocacy activities and propagating Marxist theories and party principles among educators and students alike.

Secondly, it is imperative to comprehensively enhance educators’ ideological and political proficiency within the curriculum framework. Diverse strategies should be employed to deepen educators’ understanding of ideological and political theories with principles of being exemplary, instructive, unified, and inclusive. Additionally, emphasis should be placed on cultivating ethical conduct and style, augmenting ideological and political qualities, and instilling socialist core values and national unity into the talent development processes. Implementing robust evaluation and feedback systems can help promptly identify and address teaching deficiencies, thereby optimizing curriculum delivery and realizing the fundamental objective of nurturing morally upright individuals.

Furthermore, there is a necessity to enhance the management and execution of practical components within the curriculum. Schools should devise comprehensive plans and guidelines for extracurricular activities to enhance their effectiveness. Strengthening organization, supervision, and evaluation processes for practical sessions is essential to ensure students actively participate and derive maximum benefit from such activities.

3.3. Improve the ability of management service personnel to educate people

Service education is the basic requirement of education in colleges and universities in the new era. The school should adhere to the principle of education-oriented and moral education first, and establish the concept of service management that must educate people. The school should study and sort out the educational elements of management service positions, compile job descriptions, strengthen the education awareness of management service personnel, and clarify the education function of management service personnel. The moral education work runs through the whole process of talent training, implements it in all aspects of management and service, and gathers a skillful team of educational staff. Through the development of multi-channel, multi-channel, multi-method education and training, the formation of faculty and staff consciously adhere to the good habit of service education and the management of service education into daily work can create a good atmosphere for all faculty and staff to consciously educate people and improve the level of management service refinement. The needs and satisfaction of teachers and students should be the focus points to provide them with humanized, standardized, and refined services. The school should guide management service personnel with upright teacher ethics so they can provide enthusiastic and thoughtful service influence to the students. Hence, the majority of teachers and students can be imperceptibly educated in the process of receiving management and service ^[3].

3.4. Comprehensively improve the school's ability to educate people

The school should strive to build a comprehensive campus information service platform, avoid the erroneous concept of emphasizing management over educating people, promote the construction of an education-oriented campus culture, and build a one-stop, dynamic, and visualized intelligent service system ^[1]. For example, slogans that encourage civilized dining are posted in student cafeterias, and educational activities on the theme of food saving, water saving, and electricity saving are continuously carried out, to cultivate students' good morals of being civilized, polite, and economical ^[5]. Schools should promote the transformation of libraries from resource services to smart services, build a literature and information resource and service system, and formulate a conducive library space, to fully meet the needs of teachers and students in learning, living, and working. Schools should also carry out a wide range of special health education activities such as infectious disease prevention, safety emergency response, and first aid, to cultivate public health awareness and good hygiene habits among teachers and students. Moreover, schools should also comprehensively carry out safety education to cultivate safety and legal awareness among teachers and students. Schools can set up a service hotline and mailbox for teachers and students, establish a WeChat platform to carry out in-depth surveys, organize different levels of interaction activities, listen to the opinions and suggestions of teachers and students promptly, and promote management service personnel to be loyal to their duties in management services. Schools should pay attention to the analysis and guidance of information to build a strict and scientific information-sharing management system, thus improving students' ability to identify and choose information and integrate education into management services.

3.5. Improve the education training evaluation and supervision system

Schools should encourage ideological and political educators to participate in training academic exchanges and other activities by holding training and seminars regularly to improve their theoretical level and practical

ability. The school can also set up targeted ideological and political education research topics, and encourage and support ideological and political educators to participate in scientific research projects and academic research ^[2]. The teachers who participate in academic conferences and seminars can improve their overall quality and academic level, strengthen exchanges and cooperation with other universities, and expand their educational horizons and knowledge to better adapt to the new requirements and challenges of the new era. It is also necessary to establish a complete set of scientific evaluation systems to conduct a comprehensive and objective evaluation of the work performance of ideological and political educators regularly, to provide strong support for further improving the quality and effectiveness of their work. The educational function of all faculty and staff should be strengthened through institutional constraints and evaluation orientation. In addition, it is necessary to establish and improve the management service quality supervision system by setting up a complaint hotline and regularly carrying out service satisfaction questionnaires. The school should strengthen oversight and accountability, and where irresponsibility, non-performance of duties, or dereliction of duty in the work of management services and education cause a bad impact, criticism and education shall be given under provisions up to disciplinary sanctions ^[4].

4. Conclusion

In summary, colleges and universities should adhere to Xi Jinping's Thoughts on Socialism with Chinese Characteristics for a New Era and prioritize the fundamental task of nurturing morality in individuals. This involves the education of all faculty and staff with a particular emphasis on leveraging the pivotal role of ideological and political workers. Establishing a cohesive ideological and political education team with a proper understanding and focus on ideology and politics is essential. This team should foster an approach where ideological and political workers lead educational efforts, frontline teachers instruct, and all staff members serve and educate. By implementing these measures, colleges and universities can enhance ideological and political education, facilitate holistic student development, and elevate the quality of talent cultivation.

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The authors declare no conflict of interest.

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Reference

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