

Analysis on the function of ideological and political education in the construction of "one-stop" student community

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Abstract: With the increasing number of students in universities, the pattern of ideological and political education for university students is undergoing profound changes. As the main place for university students' daily life and study, student community is becoming an indispensable and important position for universities to carry out ideological and political education and realize the fundamental task of educating people. This requires university students' ideological and political educators to improve their cognitive level, innovate their working concepts, strengthen the mechanism construction and build a core team of counselors, strengthen their sense of identity and communication, conduct in-depth investigation and study, implement systematic engineering, creatively cultivate characteristic educational resources, and persistently promote the "one-stop" ideological and political education in university students' communities to resonate with the times. This paper focuses on building a "one-stop" management mode of ideological and political education in student communities, improving the service level of education management in universities, providing students with a wider learning space and communication platform, and promoting their all-round development and ideological growth.

1. Introduction

In the new era, the learning style, living habits, interpersonal communication, internship and volunteer service of teachers and students in universities have changed significantly. Students' dependence and demand for integrated education management service mode are increasing, and the status of student community in college education work is increasingly prominent [1]. The Opinions on Further Strengthening and Improving the Ideological and Political Education of university students points out that universities should attach great importance to the ideological and political education of university students' living communities and student apartments, give full play to their own enthusiasm and initiative, and enhance the educational effect [2]. The document introduces the concept of "community" in the field of ideological and political education for the first time, and puts forward new requirements, points out new directions and makes new arrangements for the management mode of university students' education [3]. Under the new situation, the physical and virtual fields for university students to study, live and practice are more concentrated, with more functional needs and higher degree of socialization than before. The concept of university students'

education management service formed with the core concept of "community" is gradually changing from administrative management to education management service, and the mode is gradually changing from single subject to multi-subject participation [4]. In recent years, universities all over the country are trying to explore a new mode of student community education management service [5]. However, how to better coordinate the educational resources and forces in all fields of running a school, all aspects of education and teaching, and all aspects of personnel training, promote all forces and resources to gather in the "one-stop" student community, give play to the synergistic effect of integrating, embedding and infiltrating Lide Shuren, and improve the systematic, scientific, refined, differentiated and professional level of party building, ideological and political work and management services in schools in the new era has become a difficult point and pain point in the process of educational management services for university students.

"One-stop" student community refers to an online platform that provides students with comprehensive services, including learning, life, communication and other functions [6-7]. In such a student community, it is very important to explore and implement the function of ideological and political education. First of all, the "one-stop" student community can carry out ideological and political education by pushing relevant learning resources and information. The platform can regularly publish articles, videos, books and other contents related to ideology and politics, help students understand national policies, laws and regulations and current affairs hotspots, and cultivate their ideological and political awareness [8]. Secondly, the student community can also set up special discussion areas or forums to provide opportunities for students to communicate and interact [9]. In these sections, students can discuss ideological and political topics and share their own opinions and experiences, so as to promote their ideological collision and common progress. In addition, the student community can also organize online activities, such as online lectures and webinars, and invite experts, scholars or industry leaders to conduct in-depth interpretation and exchanges on topics related to ideological and political education [10]. Such activities can not only increase students' interest in ideological and political education, but also improve their critical thinking ability and comprehensive quality. Finally, the student community should establish a sound management mechanism to ensure the accuracy and legitimacy of the ideological and political education content [11]. The platform needs to review and supervise the published content to prevent vulgar, false or illegal information, thus ensuring a good environment for students in the learning community.

2. The status quo of "one-stop" ideological and political education in university students' community

The construction of the "one-stop" comprehensive management model for student community in universities is a significant institutional innovation to deeply understand and implement General Secretary important discourse on education, adapt to new situations and strengthen the construction of the Party and ideological and political work in universities. The "one-stop" student community construction adheres to the integration of ideological education and student development, educational teaching and student affairs, team sinking and community management, precise care based on big data and cultural immersion, and the integration of addressing ideological issues and practical problems. After nearly four years of practice, the construction of the "one-stop" student community has achieved remarkable results, and ideological and political education in student communities has made gratifying achievements. The approach of ideological and political education in the "one-stop" student community in universities is shown in Figure 1. The ideological and political education in the "one-stop" student community in universities focuses on cultivating students' abilities in moral, ethical, legal consciousness, and civic responsibility. The education

content is rich and diverse, including the dissemination of knowledge in ideological and political theory, organization of practical activities, and psychological counseling. At the same time, various forms of education are adopted, such as lectures, seminars, theme activities, community services, etc. The ideological and political education in the "one-stop" student community in universities generally requires the coordinated cooperation of various departments. The relevant departments, including the ideological and political department, student affairs department, community service center, etc., participate together to form a joint effort. They promote the development of ideological and political education through resource integration, teacher team building, project planning, and other methods. In order to ensure the smooth progress of ideological and political education in the "one-stop" student community in universities, corresponding operational management mechanisms are usually established. This includes the formulation of educational plans and curriculum settings, the establishment of evaluation and feedback mechanisms, and teacher training. Through standardized management, the quality and effectiveness of education can be ensured. The development of ideological and political education in the "one-stop" student community in universities cannot be separated from the active participation of students. With the diversification of educational forms and the practicality of content, students' willingness and enthusiasm to participate have gradually increased. They actively participate in ideological and political education through activities, organizing clubs, participating in community services, etc. Overall, the ideological and political education in the "one-stop" student community in universities has achieved certain results at this stage. Through diversified educational content and forms, cooperation among multiple departments, well-established operational management mechanisms, and active student participation, ideological and political education can better meet the needs of students and enhance their ideological and moral qualities and comprehensive abilities. However, continuous exploration and improvement are also needed to further enhance the pertinence and effectiveness of ideological and political education.

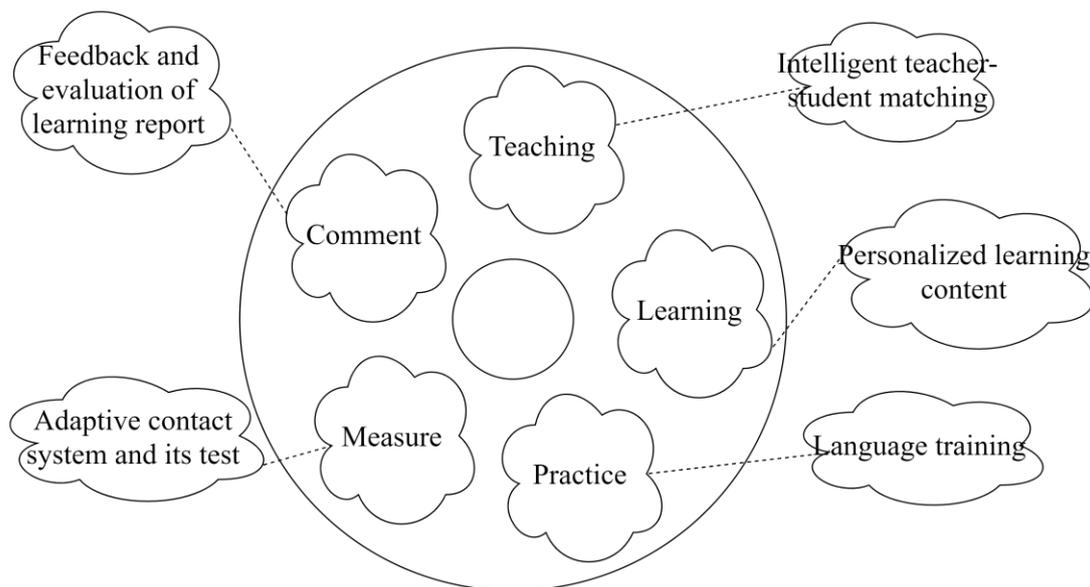


Figure 1: "One-stop" mode of ideological and political education in university students' community

3. Further strengthen the practical path of "one-stop" student community construction of ideological and political education

3.1 Identity is the premise of independent behavior, and community ideological and political education needs teachers and students to jointly build identity

Identity is the premise of autonomous behavior, and autonomy is the prerequisite for success. The effectiveness of community ideological and political education depends on the recognition of teachers and students. However, in practice, there are often some problems such as blindness, randomness and formalization, and some faculty and students lack deep understanding and recognition of the value of ideological and political education in students' community, which leads to the subject blindly denying the value of community education practice. Therefore, we need to solve these problems from two aspects: cultivating and strengthening spatial awareness and promoting communication awareness.

First of all, according to Marx's point of view, "the consistency between environmental change and human activities or self-change can only be regarded as and reasonably understood as revolutionary practice." People interact with their space environment. People constantly create and change the space environment, and at the same time they are influenced by it. With the development of market economy, the community of university students in China has changed from "acquaintance community" to "stranger community". Before the enrollment expansion of universities, the number of students was small, the campus occupied a small area, and the study and living space was relatively compact, which made it easy for the student community to form an "acquaintance community" atmosphere of good neighborliness, friendship, mutual trust and mutual assistance, and students' recognition and participation in the activities within the community was high, with remarkable results. However, with the expansion of the community space, the increase of the number of students and the diversification of the structure after the enrollment expansion, the growing personalized demand leads to friction and conflict among the community subjects, and the traditional methods gradually fail. In practice, although many universities use red elements to infiltrate students' community space, it is difficult to achieve the ideal "infiltration effect" due to the lack of systematic design and organized layout. At the same time, the community space is also filled with other propaganda contents in disorder, so it is difficult for the spatial resources of ideological and political education to occupy a dominant position and form a joint force. Therefore, at present, the most urgent task is to systematically design and create an infiltrating ideological and political education space with the characteristics of student communities, and to practice it in an organized way. Secondly, with the development of information technology, it seems that "post-00" university students can realize all aspects of their lives by accessing high-speed internet electronic devices, and it seems that they can get rid of what Marx called "interactive activities" and build a brand-new society. However, this is only the result of the temporary cover of technological alienation, and the essence of Marx's emphasis that "a person's development depends on the development of all other people who interact with him directly or indirectly" has not changed. In addition to independence and integrity, individuals, as a part of society, interact with society and other individuals on the basis of full communication practice. However, in the current practice of ideological and political education in university students' community, it is difficult to achieve real communication between teachers and students and between students because of certain formality, utility and randomness. Therefore, improving the willingness of active communication between teachers and students in the community has become as important as cultivating space awareness. The effectiveness of community ideological and political education depends on the recognition of teachers and students. By cultivating and strengthening space consciousness and promoting communication consciousness,

we can solve the existing problems. Only when teachers and students truly agree with and actively participate in it can we achieve good educational results.

3.2 Clear responsibilities and rights, efficient management collaboration, professional multi-party linkage

The promotion of ideological and political education in student communities needs to clarify the responsibilities and rights of all parties, and form a management collaborative system with colleges as the main part and counselors as the core. At present, the existing problems include the phenomenon of conflict and prevarication among multi-subjects, the mismatch in the structure of educational activities, the lack of obvious effect, and the constraints of counselors by cumbersome affairs. Therefore, universities should creatively take community ideological and political education as the key point of counselors' work, establish a perfect power and responsibility system and work plan, and match it with a scientific and reasonable evaluation system to gradually form a stable team with counselors as the core. First of all, universities should take the college as the main responsible body and assume the leadership responsibility. College leaders play a key role in the ideological and political education in students' communities, and it is necessary to clarify the division of responsibilities, ensure the orderly cooperation of relevant departments, and jointly promote the education work. College leaders should strengthen guidance and support for counselors and provide them with necessary resources and training to enable them to effectively perform their duties. At the same time, college leaders should fully understand the characteristics and needs of the community, actively guide the counselor team to carry out targeted educational activities, and improve the work effect. Secondly, the counselor team should become the main person in charge and implementer of political education in the student community. Counselors have the advantages of direct contact with students and understanding their needs in the community, so they should be regarded as the core force that plays a key role. Universities should formulate detailed power and responsibility system and work plan, define the scope of responsibilities and task requirements of counselors, and provide corresponding training and support to enable them to be competent in community political education. At the same time, universities should establish a scientific and reasonable evaluation system, evaluate the work of counselors, and give corresponding incentives and rewards to improve the enthusiasm and professional level of counselors. In addition, management service departments and professional teachers also need to play an active role and form a close cooperative relationship with colleges and counselors. The management service department should provide necessary resource support, assist the counselor team to carry out their work, and solve the problems they encounter in their work in time. Professional teachers can participate in the design and implementation of educational activities, provide academic support and guidance, enrich educational content and improve educational quality. The flow of "one-stop" student community ideological and political education in universities is shown in Figure 2.

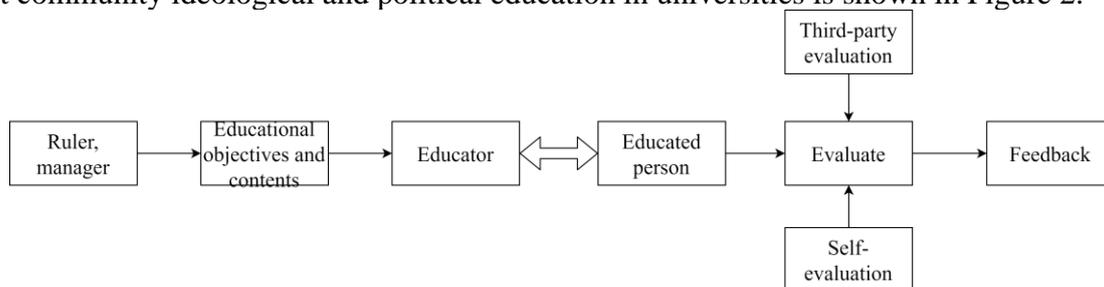


Figure 2: "One-stop" student community ideological and political education process in universities

4. Conclusions

In the final analysis, carrying out "one-stop" ideological and political education in students' communities aims at implementing the fundamental task of "cultivating people by virtue". In recent years, under the correct leadership of the CPC Central Committee and the careful guidance of the education department, pilot universities have made bold attempts and explorations, and accumulated valuable experience, but they are also facing some problems that need to be solved urgently. The main body can realize the key value and significance of the space resources and communication in the student community to carry out the "one-stop" education in the student community, which is an important prerequisite for the main body to fundamentally agree with the practice of the "one-stop" ideological and political education in the student community. On this basis, the team of counselors, through in-depth exploration and continuous research, produced ideological and political education resources in students' communities that have their own characteristics and are suitable for university students' preferences, and carried out colorful educational practices by paying equal attention to explicit education and implicit influence. Only in this way can the quality and level of "one-stop" ideological and political education in students' communities be continuously improved, and the "three-all" educational pattern of all employees can be truly promoted.

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