

The Connotation and Value of Integrity Parenting in the Construction of “One-stop” Student Communities in Colleges and Universities

Sheng Luo^{1*}, Lu Chen¹

¹ Sichuan Vocational College of Finance and Economic, Chengdu, China

Email Address

1475881435@qq.com (Sheng Luo)

*Correspondence: 1475881435@qq.com

Received: 4 January 2024; Accepted: 23 February 2024; Published: 21 April 2024

Abstract:

The socialist core values education of college students needs to enrich the practice carrier, and the “one-stop” student community platform is one of the most powerful carriers to innovate the form of parenting and deepen the effectiveness of parenting, and it is a vivid classroom to build students’ value leadership, which can effectively realise the “intangible” into “tangible”. It can effectively realise the “invisible” into “tangible”, and really deepen the effect of parenting. This paper analyses the status quo and advantages of the “one-stop” student community construction in colleges and universities, explores the integrity education function of the “one-stop” student community construction, and explores the practice path, which provides an innovative means to further consolidate the ideological foundation of integrity education and optimize the integrity education position. It provides innovative means to further consolidate the ideological foundation of integrity education and optimise the position of integrity education, and effectively practices the fundamental human education of “establishing morality and nurturing people”.

Keywords:

“One-stop” Community, Integrity Parenting, Function, Value

1. Introduction

Throughout history, integrity has been highly valued and widely promoted as an outstanding traditional virtue of the Chinese nation. “People without faith can not”, integrity plays an important role in interpersonal communication. However, with the development of society and economy, the problem of integrity failure emerges one after another and becomes a hot topic of concern for the public. [1] The education sector, especially colleges and universities, has taken integrity education as an important part of talent training, and more and more colleges and universities continue to enrich the practical carriers and forms of integrity education, and carry out integrity education for college students, including integrity, through colourful platforms and

vivid and original forms. The “one-stop” student community platform is one of the most powerful carriers to innovate the form of education and deepen the effectiveness of education, and it is a vivid experience classroom to build students’ value leadership, which can effectively realise the transformation of “invisible” into “tangible”, and truly deepen education. It can effectively turn “invisible” into “tangible”, and really deepen the effect of educating people.

2. Status Quo and Shortcomings of Integrity Education in Colleges and Universities

“Establishing morality and nurturing people” is the root of human education in colleges and universities, and the quality of integrity is one of the core of “moral education”. Therefore, more and more colleges and universities have put integrity education in a more important position, using a lot of manpower, time and experience to carry out integrity education, and the form of education is also increasingly rich. [2] However, on the other hand, the phenomenon of integrity failure in college education is still endless, cheating in various exams occurs repeatedly, in the process of declaring the recognition of poor students sometimes misrepresentation of the situation, in the study and life there are still a variety of disciplinary violations of the concealment of the situation, in the student loans are still not on time to repay the loan, etc., these integrity deficiencies make integrity education in colleges and universities has become particularly important.

At present, many colleges and universities in the process of integrity education in a variety of shortcomings and deficiencies, summed up probably the following three aspects of shortcomings:

2.1. Lack of a mature and scientific mechanism for nurturing people with integrity

At present, the education of socialist core values has become increasingly popular, but there are fewer mature mechanisms and institutions dedicated to integrity education. Especially in colleges and universities, in the process of formulating personnel training programmes, mainly focusing on professional learning and practical training, integrity part is often interspersed in the content of character education courses, more fragmented, imperfect and unsystematic, and less specifically for the integrity of the establishment of a sound mechanism for parenting.

Firstly, in the process of integrity education, there is a lack of leading groups and working groups, a lack of special teams for integrity education, resulting in the lack of authority, comprehensiveness and professionalism in integrity education, no special team to systematically think about the framework, ideas and ways of integrity education, no overall deployment, systematic division of labour and comprehensive collaboration; secondly, in the process of integrity education, there is a lack of mature mechanisms, a lack of relevant management methods and Secondly, in the process of integrity education, there is a lack of mature mechanisms, a lack of relevant management methods and regulations, a lack of corresponding education models, not to mention the lack of a systematic education system, resulting in integrity stays in one or two fragmented activities or meetings, it is difficult to achieve the whole staff, the whole process, the full range of integrity education; Thirdly, in the process of integrity education, there is a lack of special financial support. The guarantee of funds plays a key role in the development of activities, curriculum development, team building and so on. [3] Because of the lack of funds, many schools limit integrity

education to monotonous forms such as theme class meetings and integrity signatures, which makes it difficult for integrity education to penetrate into people's hearts and have good results.

2.2. Lack of full participation in integrity parenting

Firstly, there is a lack of the concept of integrity education for all staff. In the process of integrity education, administrators focus more on education management, full-time teachers focus on the popularity and teaching of professional knowledge, moral education and professional teaching have not been effectively integrated, integrity education is seldom carried through to all aspects of education and teaching. And integrity education in the classroom teaching penetration is relatively small, it is difficult for students to cultivate the concept of integrity in the subtle percolation; Secondly, there is no creation of a strong atmosphere of integrity education. In the construction of campus culture, in student activities, in social practice, integrity is seldom specifically mentioned, students' learning, life and employment received little influence of integrity education atmosphere, because there is no strong integrity education atmosphere, so it leads to a lot of students to ignore or even avoid the issue of integrity, cheating, deception and even disciplinary violations and other types of behaviour. Thirdly, there is no role model and benchmark for integrity education. In school education, the power of role models is crucial. In classroom management, we often set up learning benchmarks, set up professional ability benchmarks, but rarely set up integrity benchmarks or promote integrity typical cases, students are difficult to be driven by the power of role models to integrity awareness deep into the heart.

2.3. Lack of innovative and effective means of raising people with integrity

Schools in the process of integrity education in the main grasp is often limited to simple activities, such as the organisation of the integrity of the signature ceremony, held integrity speech contest or essay contest, integrity education grasp less, the form of monotonous. First of all, the lack of integrity of the campus cultural atmosphere, the lack of integrity of the environmental elements of parenting and infiltration. Socialist core values of inculcation and infiltration, not only in the text, in the meeting, more should be in the living and learning environment, if the classroom, dormitory and campus can be more integrity class slogans, spray paint and display boards, will let the concept of integrity faster and better into the brain into the heart; Secondly, the integrity of the class related activities are relatively single, in addition to the integrity of the signatures and speech contest type of activities, but also to invite the expert Secondly, integrity-related activities are relatively single, in addition to integrity signature and speech contest activities, experts can also be invited to give lectures, students can make their own integrity hand-drawn posters, students can be effectively immersed in debates, knowledge contests, essay contests, speech contests and other colourful activities, but also through the integrity of the test, the integrity of the initiative to give the students themselves, so that the students in the life, learning and activities of the concept of integrity of the ear; Third, the lack of professional integrity-related courses. The first classroom is the most direct and effective way to educate people, but in the majority of colleges and universities specifically for integrity education to carry out a course is very little, if you can implant the elements of integrity in the curriculum, or even systematically teach a good integrity course, then the concept of integrity will be more profound and comprehensively integrated into the thoughts and actions of teachers and students.

3. Functional Analysis of “One-Stop” Student Community for Higher Education Institutions

In 2020, the Ministry of Education and other eight departments jointly issued the Opinions on Accelerating the Construction of Ideological and Political Work System of Colleges and Universities, which explicitly mentions the promotion of the construction of “one-stop” student communities in the section of “Management and Service System”, and the creation of the parks as a place of education and life integrating the ideological education, exchange between teachers and students, cultural activities, and living services of students. In 2021, the Department of Ideological and Political Work of the Ministry of Education issued the Notice on Deepening the Pilot Work of Building a Comprehensive Management Model for One-Stop Student Communities, proposing to comprehensively promote a comprehensive management model for one-stop student communities. In 2021, the Department of Ideological and Political Work of the Ministry of Education issued the Notice on Deepening the Pilot Work of Building a “One-Stop” Student Community Comprehensive Management Mode, proposing to comprehensively promote the reform of the “one-stop” student community comprehensive management mode, and guiding colleges and universities to build a frontline position for student party building, a practice ground for “three-whole-education”, and a sample plateau for a safe campus with the leadership of the party committee, the lead of the academic staff, the collaboration of teachers, the participation of students, the leadership of the branch, the assistance of the association, and the stationing of counsellors. In 2022, the Ministry of Education (MOE) re-emphasised the need to promote the “one-stop” comprehensive student community management model in its work highlights, achieving effective coverage of more than 1,000 colleges and universities. Many colleges and universities have responded positively to the “Notice on Deepening the Pilot Work of Building the ‘One-stop’ Comprehensive Student Community Management Model” and other important documents, and have successively carried out the pilot work of building the “one-stop” comprehensive student community management model, combining with their own development and characteristics and highlights, and continuously exploring and optimising the “one-stop” model. Taking into account the actual development of the university and its characteristics and highlights, the university has continuously explored and optimised the nurturing function of the student community, brought into play the infectious effect of the student community, and linked the ideological and political theory courses to achieve all-round nurturing of the whole student population in the whole process. On the whole, the “one-stop” student community has achieved extensive coverage and remarkable results at this stage, and a series of typical experiences that can be replicated, promoted and learnt from have gradually been formed.

3.1. Function of service education

College service education is the need of the times, but also to deepen the five education and the three needs of education, but also to do a good job of people’s satisfaction with the need for education, the quality of service and the level of characteristics of the good and bad decision of the one-stop community audience satisfaction and evaluation of the orientation, is a direct embodiment of the function of the service is whether to play a good job. Then the service and education function of one-stop community should be one of its important functions. The “one-stop” student community builds a service and education system that centres around students,

cares for them and serves them. Emphasis on “online and offline” linkage, the formation of a “sinking service” pattern, the establishment of a student community service platform online, the establishment of a comfortable and beautiful offline student community activity centre, greatly improving the service function of the community's learning, activities and living space, and enhancing the attractiveness and effectiveness of ideological and political education. This will greatly improve the service function of community learning, activity and living space, and enhance the attractiveness and effectiveness of ideological and political education.

3.2. Function of promoting the all-round development of students

The “one-stop” student community reduces the time cost of students in dealing with daily affairs by improving energy and efficiency, so that students have more time and energy to return to their own growth and development. The establishment of community student organisations and various platforms can help students to participate in community practice and improve their overall quality. With peer-to-peer mutual assistance as the core, all kinds of student education and services are carried out, attaching importance to the important role of self-education in the process of talent growth, forming harmonious interpersonal relationships, and helping peers to make common progress. [4] Greatly bring into play the subjective initiative of students, enhance the autonomy of students in the service of self-growth, highlight the role of the main body of students and promote the overall development of students.

4. Dilemmas of Building An Efficient “One-Stop” Student Community

4.1. Insufficient decentralisation of human resources

The staff of the “one-stop” student community mainly consists of two groups, one is the counsellors who live in the student community and are mainly responsible for the ideological and political education of the students within the scope of the community and the construction of community culture, etc.; the other is the logistic management and support staff, who are mainly responsible for the property management of the student dormitory campus and the security management and other basic affairs. [5] The logistics management and security personnel of colleges and universities are limited by their own work and qualities, and they lack the awareness of nurturing and have little effect on nurturing in their management and service work. In the process of building the “one-stop” student community, we should set up a team of personnel in charge of human education management from various departments, strengthen the organisational construction, and guide the current management personnel of the sinking student community to form a sense of identification with human education in the student community, and to form a synergy of human education. [6]

4.2. Inadequate implementation of management models

At present, the following two models have been adopted by the pilot institutions for the construction of the “one-stop” student community integrated management model. One is a comprehensive management model based on the academy system, which relies on the construction of party teams, tutor teams and management personnel to realise the sinking of leadership, management and service forces. The other is the model of student community construction based on dormitory parks, which

strengthens the leadership of party building in dormitory parks and deepens the resource advantages of grass-roots party organisations by establishing functional party branches in dormitory parks. Although the above two models have achieved certain results, they have failed to really pay attention to the students' main position in community construction, resulting in insufficient implementation of the “one-stop” student community, low participation of student groups in its management, poor sense of identity, and little sense of gain.

4.3. Single-handed approach to parenting

In the process of building the “one-stop” comprehensive management model for student communities, party building is a key path for student communities to fulfil their nurturing function. However, the work is often limited to party activities, cultural construction, and so on, ignoring the support of professional education participation, role model power to guide. The “one-stop” student community construction should be the management power and nurturing power of each link to sink into the community, to achieve the whole staff nurturing, the whole process of nurturing, all-round nurturing. In the construction of “one-stop” student community, the participation of professional teachers is low, and the driving effect on the consolidation of professional knowledge foundation and the enhancement of professional learning ability of students belonging to the community is not obvious. The low participation of character education teachers in the construction of the “one-stop” student community directly leads to their evaluation of their low sense of existence, and the lack of the due role of the ideological programme in the integrity of the one-stop community has left a large educational gap. In addition, the exemplary role of advanced role models has not been highlighted in the process of building the “one-stop” student community, which has weakened the effectiveness of the student community in educating people.

5. The Significance and Function of Integrity Education in the Construction of “One-Stop” Student Community in Colleges and Universities

5.1. The significance of “one-stop” student community integrity education in universities and colleges

The construction of a “one-stop” student community is of great significance to the construction of a culture of integrity and integrity education in colleges and universities, specifically in the following aspects:

First, the “one-stop” student community is an important vehicle for fostering a culture of integrity.

Traditional honesty culture is of great significance in ideological and political education of colleges and universities, and the honesty culture of finance and economics majors is of more realistic significance in nurturing the professionalism and professional ethics of finance and economics students. The “one-stop” student community is an important carrier of integrity culture, which is conducive to improving the universality of college students' integrity culture, enhancing the reality of students' internship practice, innovation and entrepreneurship, and playing a positive role in the cultivation of college students' ideological and moral quality.

Secondly, the “one-stop” student community is an innovative way to implement integrity education.

The construction of “one-stop” student community is essentially a comprehensive human-centred reform in response to the requirements of cultivating newcomers of the times, and an innovative way of implementing integrity education, enriching the way of integrity education activities, and creating an innovative way of student activities, which is “platforms for culture and culture for platforms for innovation”. It is also an innovative way to implement integrity education, enrich the way of integrity education activities, and create a “platform for culture and culture for platform innovation”. The construction of the “one-stop” student community is a useful attempt to expand the path of educating people by integrating the means and methods of ideological and political work on the basis of the original student management and service, establishing a participation mechanism oriented to educating people, building a platform for community education and management, and integrating the culture of honesty and social practice into the platform, which is a good example of how colleges and universities can innovate and expand the path of educating people in good faith. Innovating and expanding the path of integrity education is an important means to improve the effect of integrity education. In addition, under the influence of platform sinking and resources sinking, the “one-stop” student community has a more prominent role in cultural cultivation and environmental influence on students, and has a subtle, far-reaching and long-lasting influence on the cultivation of various types of behavioural habits of college students, the shaping of values, and the formation of their personality, which is the “campus-classroom-community-dormitory”. It is a new way of integrity education through “campus-classroom-community-dormitory”. [7]

Thirdly, the “one-stop” student community is a powerful tool for practising integrity education.

The construction of “one-stop” student community is an important way to grasp the first-hand situation, effectively understand what students think and need, and promote the sustainable resolution of problems, as well as an important initiative to promote the continuous and effective improvement of ideological and political education in colleges and universities. Promoting the construction of “one-stop” student community is a powerful means to practice integrity education. School leaders, on- and off-campus tutors, full-time and part-time counsellors, mental health teachers, administrators and other teams regularly go deep into the student community, sinking services, carrying out educational activities, integrating the integrity education series into the student community, carrying out a full range of guidance and assistance, and forming a synergy of nurturing on the front line, so that the power of the culture of integrity penetrates into the most grass-roots level, so that the integrity of the education is integrated into the daily life of the students more directly and in their studies, and timely resolution of issues related to students’ ideological and political education is a powerful hand. Learning, timely solution of practical problems involving students’ thinking, learning, life and development, to provide a good system and platform for the healthy growth of students.

5.2. Functions of the “one-stop” student community for integrity education in colleges and universities

First, the “one-stop” student community has a thought-leading function. The value orientation of young people determines the value orientation of the whole society in

the future, and college students are in the period of value formation and establishment. Facing the impact of multipolarity, economic globalisation, social informatisation and cultural diversification, students are living in the interweaving and fusion of multiple values, both modern and traditional, socialist and capitalist, real and virtual. The inevitable requirement of party building and ideological and political education in colleges and universities in the new era focuses on the core point of talent cultivation, focuses on the cultivation of the new man of the times, and implements the value leadership of young students. The “one-stop” student community realises the value consistency of the concept, main body, organisation and content of the nurturing work, extends the party building work to the front line of the students’ daily education and management services, relies on the abundant resources inside and outside the university, smooth interaction between teachers and students, and high-quality nurturing power, fully mobilises the students’ conscientiousness and enthusiasm, and guides the students to internalise the socialist core values into their self-pursuits, and to make the socialist core values the core values of their own. The core values of socialism are internalised into self-pursuits and externalised into conscious behaviours, which is an important tool to improve the quality of talent cultivation and ideological and political education.

Secondly, the “one-stop” student community has the function of fostering morality. The Marxist concept of morality, which considers morality to be a social ideology that determines the basic attributes of society, lays the initial theoretical starting point of social philosophy and the basic guidelines of political culture for the community to realise honesty and integrity in nurturing people. The cultivation of social morality is related to personal growth, as well as the revitalisation of the nation, social progress and national development, and is an important issue for the prosperity of socialist culture. The establishment of morality is the foundation of talent cultivation in colleges and universities. The “one-stop” student community is an important position for the construction of civic morality in China in the new period, and it is an important position for the promotion and development of advanced socialist culture, the cultivation and implementation of socialist core values, and the promotion of the construction of civic morality in China. The moral cultivation function contained in the “one-stop” student community is determined by its essential attributes. The student community, as a specific geopolitical living community, has the typical characteristics of diversified nurturing subjects, sharing of nurturing resources and expansion of nurturing fields, and the student group has the characteristics of neighbouring age levels, similar knowledge structures, similar life experiences and similar interests and concerns. The student group has the distinctive characteristics of neighbouring age levels, similar knowledge structure, similar life experiences and similar interests, so when the education subject sets different moral cultivation themes, scenarios and activities in the student community, it is easier to establish group emotional ties, achieve the same frequency resonance, the same direction, and the same progress in space and time, which will in turn affect the individual students to enhance their cognition, cultivate their emotions, regulate their norms, and achieve the function of moral cultivation, which is also the demand of people’s inner growth.

Thirdly, the “one-stop” student community has a cultural nurturing function. From an anthropological point of view, culture is a shared and coordinated system of meanings, conveyed through knowledge acquired by people and put into practice through the interpretation of experiences and the production of behaviours. Society, on the other hand, is a group of interacting individuals that are interdependent with

culture in humanity. The cultural environment is the most basic, complex, profound and important element influencing the production of human qualities. On the one hand, the “one-stop” student community construction of the campus natural environment and cultural environment needs for students to create a good cultural atmosphere, through the creation of cultural space, set up cultural symbols, creation of cultural products, organise cultural activities, to promote the excellent traditional Chinese culture, long history and culture, splendid national culture and heavy red culture, and establish a relationship between students and the excellent cultural environment, and to build a good relationship with the students. culture, establish the connection between students and excellent culture, and enhance students’ firm “cultural confidence”, broad cultural deposits, rich humanistic feelings and abundant humanistic qualities. On the other hand, the student community, in its own development, with the scientific management system and the interaction between people, will gradually condense a unique community culture with a rich spiritual kernel, which will further cultivate students’ virtues, nourish students’ minds, and subconsciously influence students’ values, behavioural norms and lifestyles.

Fourthly, the “one-stop” student community has the function of serving and educating people. Service and education in colleges and universities is the need of the times and the need to do a good job of educating people to the satisfaction of the people. Broadly speaking, “service and education” emphasises the concept of “big service”, that is, all departments of colleges and universities are closely related to students, and all work links have the significance of serving students. The “one-stop” student community builds a service system that focuses on students, cares for them and serves them. In terms of service area, it emphasises the linkage of “on-line and off-line”, establishing an Internet service platform for the student community on-line, and setting up comfortable and beautiful functional areas off-line, so that the Internet thinking and modern service concepts can be integrated into the service and education system of colleges and universities, greatly improving the service functions of community learning, activities and living space, and realizing the service function of community. The work pattern of educating people in all elements and in all time and space, thus enhancing the attractiveness and effectiveness of ideological and political education. In terms of service functions, the formation of “sinking service” pattern, promote the co-ordination, distribution and reorganisation of education, management and service resources in the same direction, to meet the needs of students, and promote students’ physical and mental health and personality improvement. At the same time, the student community is able to guard the safety bottom line with its services, incorporate campus safety and stability into the ideological and political education of the student community, and enhance the emergency management capability of the student community. In terms of service teams, the “one-stop” student community promotes the redesign of the structure of the school’s work with students, and coordinates the stationing of counsellors, academic tutors, teachers of character education courses, logistic service staff and student backbones in the community, reducing the number of administrative levels in a flat organisational form, and improving the “three-pronged education for all” in the “three-pronged education for all”. The logical connection and development process of “three-pronged education” has enhanced the service efficiency.

Fifthly, the “one-stop” student community has the function of promoting the all-round development of students. Facing up to, paying attention to and understanding the needs of students’ growth and development is an important element in stimulating

the endogenous momentum of ideological and political education. The “one-stop” service greatly reduces the time cost of students in dealing with daily affairs by improving energy and efficiency, so that students have more time and energy to return to their own growth and development. By optimising the management mechanism, keeping close to the needs of the times, returning to the origin of education and paying attention to the growth of students, the student community pays attention to, responds to and cares about the needs of students’ growth and success and their reasonable demands for comprehensive development. Community student organisations are set up, and special committees such as the General Committee of the Party Branch, the Student Representative Council and the Dormitory Life Committee are established to build various platforms to help students participate in community practice and improve their comprehensive quality. With peer support as the core, we carry out all kinds of student education and services, pay attention to the important role of self-education in the process of talent growth, form harmonious interpersonal relationships, and help peers make progress together. Therefore, the construction of “one-stop” student community is the inner unity of the growth and development needs of students and the basic goal of ideological and political education, which greatly brings into play the subjective initiative of students, enhances the autonomy of students in the service of self-growth, highlights the main responsibility of the students and the main value, and promotes the all-round development of students.

6. Conclusions

The “one-stop” student community plays a distinctive role in promoting integrity education within colleges and universities, addressing issues such as the lack of comprehensive participation and a unified platform. By leveraging the community attributes and services offered by the “one-stop” student community, it facilitates holistic development among students through integrity education, thereby resolving challenges related to insufficient educational impact, inadequate management, and limited approaches. Specifically, the “one-stop” student community expands the educational function of integrity activities within colleges and universities by providing guidance on critical thinking, fostering moral beliefs, and enriching cultural enlightenment.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

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