

The Practical Path of Party Building Leading the Construction of One-stop Student Communities in Universities

Yan Zhang^{1*}

¹ Weinan Normal University, College of Music, Weinan, China

Email Address

792429173@qq.com (Yan Zhang)

*Correspondence: 792429173@qq.com

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Abstract:

Currently, although major universities are committed to building “one-stop” student communities, there are still challenges in terms of conceptual consensus, practical logic, and innovative development. Therefore, based on the author’s research experience, this article will attempt to explore the overall framework model of student community construction. Based on the specific problems currently existing in our school, we will explore the construction approach of “one-stop” student communities under the leadership of party building, aiming to provide certain reference and inspiration for the ideological and political work of universities and create a comprehensive education platform.

Keywords:

Party Building, Universities, One Stop Shop Student Community, Construction Approach

1. Introduction

As an important battlefield for cultivating socialist builders and successors, the construction and management of student communities in universities are particularly important. This is not only the basic unit for students’ learning and life, but also an important platform for their growth and realization of self-worth. Party building guidance is the key to ensuring the correct direction of higher education and improving the quality of education. By strengthening the construction of the Party, we can fully leverage the role of the Party organization as a fighting fortress and the exemplary role of Party members, injecting strong red genes and positive energy into the student community. At the same time, we should actively break down the barriers of traditional student management models, achieve the organic integration of student services, education, and management, and provide students with more convenient, efficient, and comprehensive service experiences. [1]

2. The Current Practical Problems Faced by the Construction of “One-Stop” Student Communities

2.1. In terms of ideological consensus, there is no consensus on the concept of educating people

Currently, in the process of building “one-stop” student communities in some universities, the concept of educating students has not reached a consensus, mainly reflected in the cognitive differences within universities regarding the construction of “one-stop” student communities. Some university leaders and administrative personnel have insufficient understanding of the necessity and importance of building a “one-stop” student community, and lack sufficient attention to the multi-directional expansion of community functions and the transformation of the community from student management to a comprehensive field of student education, management, and service. From the perspective of students, due to insufficient promotion of the educational function of student communities, most students have a weak sense of identification and belonging to the community, and their enthusiasm and initiative to participate in community construction are not high.

In addition, the lack of consensus on educational concepts is also reflected in the insufficient coordination and cooperation among educational subjects. The communication and collaboration mechanism among various departments and faculties within universities in the construction of student communities is not perfect, resulting in ineffective integration of educational resources and difficulty in forming a joint force for education. This leads to insufficient infrastructure conditions in student communities, which can only serve functions such as accommodation and organizing activities, and cannot become an educational and living space that integrates ideological education, teacher-student exchanges, cultural activities, and life services.

2.2. In terms of practical logic, the ability to educate people is relatively weak

In the process of promoting the construction of “one-stop” student communities, some universities have failed to gather leadership, education, service and other educational forces and sink them into student communities, resulting in unsatisfactory construction and educational effects. At present, the educational strength of universities mainly includes staff engaged in ideological and political education for students, as well as logistics management personnel. Among them, the former needs to face a relatively large number of students, with complex student structures and limited educational time. In addition, with their own tasks in scientific research, it is almost impossible to provide targeted and refined service guidance for all students; The latter has a relatively low cultural level and often exhibits a significant “collective unconscious” cognition in the process of management or providing related services, lacking educational awareness, let alone its educational effectiveness. In addition, the various functional departments within most universities are often influenced by the traditional public administration model, mainly carrying out relevant actions under the trend of departmental responsibilities and interests. Therefore, in the process of building student communities, there is a lack of consideration for the actual situation, and designs are usually made from one’s own perspective.

2.3. In terms of innovative development, the level of smart services is limited

In the current era of the internet, the daily learning and life of young people are inseparable from the internet. Faced with the “internet generation” of student groups, some universities’ “one-stop” student communities have failed to implement digital technology in various aspects during the construction process, and only use this technology for shallow service links such as public affairs. In terms of student community education, management, and service work, manual mode is still the main mode, with low intelligence level. The development of information technology is also unable to achieve long-term development due to institutional reasons, making it difficult to meet the growth needs and development trends of students, and unable to provide personalized and accurate online ideological and political education for students.

3. Under the Guidance of Party Building, the Path of “One-Stop” Student Community Construction in Universities

In the process of promoting the construction of a “one-stop” student community, our school focuses on “one main line”, “three major functions”, and constructs “five teams” in accordance with the “five actions”, aiming to cultivate outstanding talents with pure and good ideological qualities and comprehensive literacy, who can become the new generation of our school, actively strive for progress, and contribute to the long-term development of our school while achieving our own long-term development goals.

3.1. Core point: Promote a “main line” around party members

In the process of building a “one-stop” student community in our school, the college party committee is in charge and collaborates with the dean to establish a “one-stop” student community comprehensive management reform leadership group under the guidance of party building. Based on the specific situation of the college, specific implementation plans for party member assistance projects are formulated, interweaving the college level, department level, class level, party organization line, student work line, and youth league learning line to construct a top-down and interconnected operation mode, and clarifying the specific responsibilities of each level. At the same time, our school has also connected communities, buildings, floors, dormitories, etc., and established a four level grid management system, allowing community leaders, counselors, department heads, student party members, and active party members to serve as building leaders. The aim is to bridge the gap between higher-level management and student groups, respond promptly to students’ demands, and facilitate the implementation of ideological and political education work.

3.2. Focus: Highlight the “three major functions” of core, service, and education

Our school takes the ideology of socialism with Chinese characteristics in the new era as its core, focuses on the core function of party building guidance, strictly grasps the theoretical learning of party history and the construction of positions, and actively expands the party building culture center on this basis. We have set up areas such as “Party Member Culture Corner” and “Party Member Learning Area”, aiming to set an example spirit for students, guide them to continuously improve their own qualities, and actively enter. The various activities of party members are mainly concentrated in the party member activity center, and through the grid management mode of responsible dormitories, the socialist ideology with new Chinese characteristics is gradually infiltrated into the student population.

In order to further improve the level of service management, our school also focuses on student management service functions, and has built comprehensive service stations, employment and entrepreneurship workstations, and entrepreneurship consulting service stations to provide students with areas for independent business services, meet their learning and living needs during their school years, and provide necessary assistance for their future employment and entrepreneurship. Students can seek consulting services in the diversified function room. In addition, in order to ensure the mental health of students, our school has also set up a mental health service station, which organizes a team of student community psychological counseling contacts to provide private and professional psychological counseling services for students.

In addition, our school also focuses on the educational function of intelligent ideological and political education. Through cloud technology and big data, we construct personalized “cloud archives” for students, upload their grades in various subjects to this space, analyze big data to form a multidimensional growth roadmap for students, and supervise group image analysis to construct a common cloud portrait, in order to further enhance the educational function. The courses of various majors can be provided to students through the “Cloud Class” software, which offers comprehensive professional knowledge and academic warning information to promote data resource sharing within the school, allowing teachers and students to gradually adapt to the “one table” education management model.

3.3. Entry point: Following the “Five Actions” of morality, intelligence, physical fitness, aesthetics, and labor

(1) In the basic unit of student life, our school has decided to integrate ideological and political education activities into it, and create an educational brand through online channels. We regularly carry out propaganda activities such as loving the Party, loving the country, and loving the school in the student community to expand the quality education activities of the student community, and create a series of brands such as Qingyuan Academy and humanistic literacy. Students can choose corresponding ideological and political education brand activities according to their interests and hobbies, and thus provide students with more diverse forms of activities, breaking away from the previous single ideological and political education model. On this basis, our school also actively strengthens the construction of the network ideological and political education platform, uses new media channels to build a network platform for communication, sharing and discussion, so as to build a “Internet plus+community” ideological and political education platform.

(2) In order to promote students’ academic development and push innovation and entrepreneurship activities into the community, our school has coordinated the teaching staff both on and off campus, using online platforms to build professional course Q&A, subject competitions, academic sharing and other platforms, and organizing a series of activities to conduct in-depth analysis of students’ learning situation and campus academic atmosphere. At the same time, we also strictly control the learning function of grassroots organizations, requiring them to regularly carry out Party and Youth League Day activities and class meetings as the main body of academic atmosphere construction, and develop academic assistance plans and study interest groups. While helping students with learning difficulties solve their academic difficulties, we can also guide them to actively participate in innovation and entrepreneurship projects.

(3) At present, the physical fitness of college students is showing a clear downward trend. In order to improve this situation, our school has also implemented the activity of “strengthening the body through sports” and planned to build a multi-functional sports program to encourage students to actively participate in sports projects. At the same time, we actively create distinctive sports and fitness activities to promote the comprehensive development of students.

(4) Our school also actively promotes aesthetic education activities into the student community, encouraging students to actively participate in activities through organizing interest clubs and regularly organizing art interest activities, and continuously improving their own literacy level through subtle influence, integrating aesthetic education into the daily life of college students.

(5) In order to cultivate students’ willpower and character, our school actively promotes labor education and regularly conducts activities such as hygiene evaluation and garbage classification in student dormitories to change students’ lazy psychological state.

3.4. Aggregation point: Establish the “five teams” of teaching, management, and service education

Our school’s institutional leaders and government officials are regularly stationed in student communities, keeping abreast of students’ actual situations in real time, responding to relevant needs in a timely manner, actively coordinating with student community party building work, and also making relevant requirements for counselors; As a “resident counselor”, the monthly time spent in the student community should not be less than 20 hours, and relevant requirements have been put forward for visiting dormitories, tutoring numbers, and other aspects. It is necessary to actively connect with the actual situation of students, narrow the distance between students, and infiltrate ideological and political education content into it; Professional course teachers should enter the community and provide students with point-to-point Q&A services; Students should also play the main role in providing management services such as student organizations, student clubs, apartment management committees, dormitory leaders, etc. within the system of self governance; In addition, the school also actively invites outstanding alumni, retired cadres and teachers as well as exemplary individual to serve as off campus tutors to further strengthen the educational effect and cultivate students’ sense of social responsibility.

4. Conclusions

In summary, this article mainly explores the relevant paths for the construction of “one-stop” student communities in universities under the guidance of Party building, based on the practical experience of the author’s school. With “one main line” as the core, it highlights the “three major functions”, implements the “five major actions”, and constructs “five teams” to link educational resources inside and outside the school, break down barriers between superiors and subordinates, and promote the all-round development of students.

Conflicts of Interest

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

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