

The Inner Logic and Practical Path of University student Education Management from the Perspective of “One-Stop” Student Community Construction in Universities

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ARTICLE INFO

Article history

Received: 16 May 2024

Revised: 23 May 2024

Accepted: 31 May 2024

Published Online: 30 June 2024

Keywords:

“One-stop”

Education management

Community construction

ABSTRACT

The “one-stop” student community is an important component of the education system in the new era of universities, and is an important practical base for university students to carry out practical education and moral education. However, the construction of student communities still faces practical problems such as insufficient strength and lack of effective support in the current education system. Therefore, building a reasonable “one-stop” student community operation mode and exploring effective practical methods are the key to promoting student growth and development, stimulating learning willingness, and enhancing service awareness. They are also a powerful development and key force for high-quality construction of student communities and the effectiveness of university education.

1. Introduction

In 2020, the Ministry of Education proposed a requirement to deepen the reform of the “one-stop” comprehensive management model for student communities revolve around morality education. In this context, in-depth exploration and exploration of the educational function, management mechanism, and practical path of the “one-stop” student community is an important practice for the discussion of “comprehensive education” in the “Opinions on Strengthening and Improving Ideological and Political Work in Universities under the New Situation”.

2. Historical evolution and difficulties

Based mainly on the Soviet model, China has constructed a management model and education system for the early stages of higher education. After the reform and opening up, universities gradually attached importance to improving the accommodation environment and living conditions of students, and gradually emphasized the pursuit of spiritual and cultural aspects for university students. Entering the 21st century, the “Regulations on the Management of Students in Ordinary Higher Education Institutions” gradually improved and clarified the student

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Funding Project:

2023 Research Project on “Cultivating Virtue and Talents” at Xi'an Shiyou University (LD202312), 2023 Excellent Student Work Project of Xi'an Shiyou University (XJYB202303).

education management team. In 2019, the Opinions on Deepening Undergraduate Education and Teaching Reform and Improving the Quality of Talent Training comprehensively promoted the “Academy System” student management model, and took this as an opportunity to pilot the “one-stop” student community management. From 2020 to 2022, the Ministry of Education emphasized the construction of “one-stop” student communities and the construction of “comprehensive education” practice parks in multiple work deployments, and ultimately achieved coverage of over a thousand universities. Although the “one-stop” student comprehensive community construction has achieved a magnificent transformation from pilot to deployment, there are still practical problems such as insufficient educational strength, suspended models, insufficient resource support, lack of effective management system, and weak innovation and development successors^[1-2].

3. The management and education value of “one-stop” student community construction in universities

3.1 Building a platform for student moral education

Higher education institutions bear the important responsibility of talent cultivation, and the “one-stop” student community not only optimizes the existing living and learning infrastructure, but also provides students with specific development and practical venues. Compared to traditional models, student communities place more emphasis on the construction of space and material conditions. With the continuous improvement of communities, their derivative functions have become increasingly rich. As universities gradually shift their educational efforts towards a “one-stop” student community, it will gradually bring services such as ideological and political education, management training, business consulting, peer assistance, and other life related services to the student community^[3]. Therefore, with the gradual empowerment of student communities and the deepening of ideological and political education, the demand and number of positions to serve students themselves will gradually increase. The construction of positions will build a distinctive moral education platform for student communities. The establishment of positions will bring a socialized and service-oriented moral education system into students’ daily education. Positions will also guide and constrain students’ behavior, establish a sense of rules for students, and actively engage in self-restraint.

3.2 Enriching the daily ideological and political education system

In the context of credit based teaching, students will gradually enhance their ability to manage extracurricular activities and engage in self-directed learning. The traditional model of centralized ideological and political education based on class units has been challenged to a certain extent. The construction of student communities has to some extent achieved the unity of students in space, providing a space for ideological and political education for their daily life and learning activities. Combining community space to carry out ideological and political education based on the personalized requirements of students is a practical need to adhere to the people-oriented principle and implement the fundamental task of strengthening morality education. It is also an important way to improve traditional ideological and political education methods and supplement the ideological and political education system. While enriching daily ideological and political education, we can further strengthen the educational function of universities by leveraging good physical spaces and community culture, filling the gap of emphasizing theoretical ideological and political education over practical education in the context of the credit system^[4].

4. The inner logic of university student education management under the construction of “one-stop” student communities in universities

4.1. Enhance the business capabilities of university service institutions

A “one-stop” student community in universities should possess well-established extension organizations of university service institutions, and be able to clearly define the business functions of the student community service institutions. Under the overall concept of “comprehensive education”, the service management agencies of the university that reside in the “one-stop” student community should strengthen their service awareness and business capabilities in direct contact with university students^[5-7]. On the one hand, the presence of university administrative agencies in a “one-stop” student community can weaken the traditional management model’s ability to initially categorize work operations and reduce the screening capacity of the management hierarchy, resulting in a service model similar to “flat management”. This poses new expectations and challenges to the service level and business capabilities of service organizations^[8]. On the other hand, university administrative agencies in a “one-stop” student

community will significantly reduce the number of staff and promote co-location of offices, breaking through the existing administrative barriers. This will directly compare the deficiencies and issues of different administrative agencies, indirectly forming a competitive effect of extending the branch of the management institution. The extended branch of the university's management agency will serve as a representative to receive direct evaluations from students. Under the dual effects of competition and challenges, the business capabilities and service standards of the university's management service agency will be significantly improved.

4.2 Strengthen students' awareness of self-education, self-management, and self-service

The "one-stop" student community space not only requires the occupancy of university service management agencies, but more management functions should be given to student organizations, so that student communities can not only meet the housing needs of students and connect with university related businesses, but also turn student groups into emotional communities, providing support for student interaction^[9]. In the community, students can actively and widely participate in the construction and management of the community by establishing functional student Party and Youth League organizations, student corporation, and open job competition in community, gradually forming community characteristic activities or service brands. With the continuous deepening of management construction, students are encouraged to analyze the problems and shortcomings in their own development process, the community make corresponding adjustments and improvements to ensure that community construction and management match the needs of student development and society. With the guidance and intervention of universities, the education, the management, and the service system of student organizations within the community is gradually empowered, promoting students to recognize their self-worth, identify their ideals and beliefs, and achieve the practical goal of personalized development. At the same time, the formation of awareness of self-education, self-management, and self-service is more helpful for students to understand the connection between individuals and society^[10], creating a good foundation for their subsequent development.

4.3 Provide students with more practical platforms

Liberalized functional self-organization is the key component of a "one-stop" student community education platform. Only by continuously practicing and revising

their own ideas can university students ensure the effectiveness of student community education. With the further construction and expansion of the community, dormitories, service halls, study areas, and functional student organizations will provide diverse practical platforms for university students. In the community, university students can find various activities that are suitable for their own development or conducive to ideological construction, which can further promote the implementation of "labor education"^[11] for university students, allowing them to experience the joy of labor and the charm of management.

At the same time, university student communities are not only the integration of positions, but also the further deposition of educational resources. In the new situation, the educational function of student Party and Youth League organizations should not only rely on centralized learning, but also revolve around practical work and specific business operations. The student community provides more practical platforms for university students and also ensures that students have sufficient business and practical opportunities.

4.4 Expand communication channels between universities and students

The "one-stop" student community extends both university management and service, while also achieving the goal of student self-service and management. The integration of management and service within the community allows for more extensive interaction between student organizations and university service departments, which makes university students more aware of the rules of university operation and the original intention of education. With the development of Internet technology and the popularity of the We Media industry, the concept and behavior of university students are also changing. When their demands and ideas are not effectively responded to, the choice of processing methods is also transferred from the traditional form to the Internet. Through student rights organizations and flattened community management service institutions in universities, break down barriers to students' understanding of university work measures and establish a direct dialogue platform with the university. By eliminating information gaps, establish a more stable educational relationship between universities and students.

5. Practical measures for university student education management under the construction of "one-stop" student communities in universities

Universities should build a "one-stop" student community as a platform for the new generation of education,

and clarify the problems arising from the construction process of student communities. Conduct research and improvement on issues to ensure the educational function and effectiveness of student communities, promote them to gradually become practical bases and key places for ideological and political education.

5.1 Building a moderate management system

Firstly, universities should ensure the service awareness and management level of the staff of the management service institutions that have settled in, so that the management service personnel can form a full understanding of the student community that has settled in. Reverse the thinking of the managers, clarify the institutions and personnel that have settled in will become a part of the ideological and political education of the student community. Secondly, strengthen the construction of functional university student Party and Youth League organizations and autonomous organizations, rely on the relevant functions of building a good academic atmosphere for university students and community management services, establish a management system and service positions. Integrating ideological and political education for university students with practical work such as academic style construction and management services, making practical education the most vibrant way of educating students in the student community. Finally, strengthen supervision and management to ensure that the main educational force of the university sinks to students, regularly track the construction of student communities, provide guidance on practical aspects, check the direction of education and ideological and political guidance, ensure that student Party and Youth League organizations are supervised, autonomous organizations are guided, and service positions are assessed, further standardizing the construction and operation effectiveness of student communities.

5.2 Ensure positive evaluation of the “community”

We should take the effectiveness of “one-stop” student community education and the rationality of education methods as important assessment indicators to ensure that student community education can implement the policy of university education. The effectiveness evaluation system should also take into account the personal development of students, the level of organizational construction, the demand of society for talents, and conduct targeted evaluations. At the same time, it is necessary to promote a more diversified evaluation system, ensure that students and university management and service personnel can effectively participate in the evaluation, avoid the evaluation

being superficial.

5.3 Expanding resources to build a platform for educational work

At present, the construction of “one-stop” student communities in universities is often limited by the amount and quality of resources allocated by the university, and even basic physical space and teaching resources are difficult to meet. To promote student community construction, in addition to fixed physical space, educational practice materials, personnel support and other resources, attention should also be paid to introducing social and alumni resources in the construction process, providing more diversified support for community construction.

5.4 Exploration of cultivating “Innovation Points” and improving the path of education

In the limited allocation of resources, the construction of student communities inevitably requires innovation in systems, theories, and concepts, especially in cultivating innovative points in educational methods. The supervisory unit of the university should have a clear entrepreneurial mindset, and cannot blindly copy the plans of other units or wait for the work requirements of higher-level departments. It should fully explore the path of education based on its own reality and resources.

6. Conclusion

In the new era, the “one-stop” student community will become a new growth point for the effectiveness of ideological and political education in universities, which puts forward higher requirements for university construction. Management and service departments need to actively cooperate and form a joint force to ensure that university students gradually adapt to high-level social development and reform through community practice education, and complete an important transformation of socialization during their university years.

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