

The significance of ideological and political education in postgraduate training under the concept of "Three comprehensive education"

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Abstract. This article mainly focuses on how to strengthen ideological and political education and further improve the ideological and political education system in the process of postgraduate training under the background of "three comprehensive education" and the introduction of ideological and political education into the classroom. The main method is to design three questionnaires, which are mainly aimed at students' ideological and political education needs, tutors' understanding of ideological and political education, and the ideological and political education reserves of postgraduate secretaries and counselors.

By distributing questionnaires, collecting questionnaires, analyzing the results of the questionnaires, and drawing conclusions: the students generally recognize ideological and political education, have strong patriotic enthusiasm, and generally care about major domestic and foreign affairs. Life is closely related to ideological and political education. The tutors also recognize ideological and political education and are willing to cooperate with learning and carry out ideological and political education, but they must increase the frequency of communication with students. Communication is not limited to academics but also cares about students' lives and futures. Counselors and postgraduate secretaries should also improve their personal ideological and political theoretical foundations so that students can silently complete ideological and political education in the process of communicating with counselors and secretaries.

Keywords: Three comprehensive education; ideological and political education; graduate students.

1. Background and Significance

On May 25, 2018, the General Office of the Ministry of Education issued the Notice on the Piloting of Comprehensive Reform of "Three Comprehensive Education" and subsequently selected two batches of pilot districts, pilot universities and pilot faculties (departments) for the comprehensive reform of "Three Comprehensive Education" across the country. After three years of pilot reform, the quality of ideological and political work in colleges and universities has been improved, and the new pattern of "three comprehensive education" has gradually formed. However, the ideological and political work in colleges and universities still faces new challenges. Under the background of "three comprehensive education", major universities nationwide have explored and researched new paths for ideological and political education reform. Fujian Agriculture and Forestry University [1] analyzed the mental health problems of postgraduates and put forward several suggestions to strengthen the quality of mental health of postgraduates through ideological and political education. Yan Jiahui et al [2] from Shenyang University analyzed the main problems in the development of the comprehensive reform of "three comprehensive education" in colleges and universities, pointed out that the problems of insufficient quality of ideological and politics in teacher's teams and insufficient awareness of ideological and politics in administrative and logistic departments, and gave corresponding countermeasure suggestions. According to Huang Zhijun et al [3], the current dilemma of ideological and political education lies in emphasizing cognition over experience, dogma over guidance, and theory over practice. He advocated that ideological and political education reform should focus on the introduction of Marx's life worldview, take students' life practice needs as the guide, and give full play to the synergistic education function of

curriculum, practice, and culture. Xu Mu [4] researched and analyzed the sense of access to college students' ideological and political education through a questionnaire survey. And through data analysis, the path optimization scheme for enhancing students' sense of acquisition of ideological and political education was given. Tian Nan et al [5] investigated the satisfaction of students in Guangdong colleges and universities with ideological and political education through questionnaire research. The current situation of ideological education in Guangdong colleges and universities was assessed in three aspects: individual factors, classroom factors and assessment methods.

The ideological and political education of graduate students plays a key role in the growth and success of graduate students. Postgraduates are the main object of cultivating high-level talents with both virtues and talents, so there are common points as well as differences in the ideological education work of college students. According to Hao Yuanyuan et al [6], postgraduate education pays more attention to the cultivation of innovative spirit and the coordinated development of moral, intellectual and physical.

2. Research Content and Methodology

2.1 Student-Specific Research Studies

In recent years, the university is very concerned about the ideological and political education of postgraduates, and has conducted many in-depth studies on students to grasp the situation and adopt various effective methods to solve problems. In line with the guiding ideology of emancipating the mind, seeking truth from facts, and advancing with the times and pioneering and innovation, the survey was carried out through questionnaires and individual interviews. A total of 161 questionnaires were distributed and 161 valid questionnaires were collected, of which the sampling distribution of gender was 54.04% for males and 45.96% for females. The sample distribution of ethnicity is 87.58% for Han Chinese and 12.42% for minority. The sampling distribution of the subject categories of the major is as follows: engineering accounted for 39.75%, other accounted for 60.25%. The sampling distribution of political status was: member of Communist Party of China accounted for 37.89%, others accounted for 62.11%.

Table 1. Statistics on the distribution of student samples(N=161)

Category	Description	Sample size	Percentage /%
Gender	Male	87	54.04
	Female	74	45.96
Ethnicity	Han	141	87.58
	Ethnic Minorities	20	12.42
Major	Engineering	64	39.7
	Other	97	60.25
Politics status	CPC member	61	37.89
	Other	100	62.11

From the analysis of the survey, the ideological and political situation of postgraduates in our college shows a good trend of stability, health and upwardness in general. They love the motherland, care about politics, have clear beliefs and pursuits, and have a strong sense of social responsibility and historical mission. They adhere to socialist and collectivist values, focus on the meaning and value of life, and aspire to contribute to the construction of the motherland.

(1) The students recognize the ideological and political education, tend to be politically mature and rational, and have a positive and progressive faith orientation. According to the survey, 98.14% of students think that "it is relevant to talk about ideology and politics in today's economic society"; 81.99% of students think that ideological and political education is very important; 81.37% of the students think that ideological and political education is the key to improving the quality of college students and strengthening patriotic education; 43.48% of the students hope to understand the general policies of the Party and the spirit of instructions from the higher level through ideological

and political education, and 21.12% hope to understand the regulations and policies related to their personal interests. The vast majority of students strongly approve of the work of ideological and political theory teachers and the vast majority of students believe that ideological and political education can be carried out through participation in social practice activities.

(2) Contemporary students have a strong patriotic passion, are generally concerned about domestic and international events, and have a clearer understanding of the major issues of right and wrong. The survey shows that 47.2% of students pay attention to national political events almost every day; 49.69% occasionally pay attention to national political events; 45.34% of students have a high degree of participation in ideological and political education, 37.89% have an average degree of participation; 50.31% of students gain more from ideological and political education; 47.83% of students think that receiving ideological and political education is useful for understanding national policies 47.83% of the students think that ideological and political education is more useful for understanding national policies, and 30.43% of the students think it is very useful.

(3) Students have a supportive view of the current ideological and political education, and their awareness of it is growing. The survey shows that the channels to learn about our school's ideological and political education activities are, in descending order, student media, class meetings and group meetings, classroom, other, and school newspaper, accounting for 62.73%, 57.76%, 53.42%, 49.07%, and 26.09% respectively. 62.11% of students would like to strengthen their ideological and political education through practical activities. 77.64% of students would prefer to hear about recent major events in school, society, etc. in ideological and political classes. 86.34% of the students believe that their schools have integrated the concept of curriculum thinking into subject education. 45.34% of students would like to have their ideology and politics classes in the form of activity classes. 57.14% of the students think that ideological and political theory classes are taught with rich content and interest, but 27.95% of the students think that the teaching content is old and in a single form.

(4) For different forms of ideological and political education activities, students expect to learn a variety of ideological and political education contents. The survey statistics found that students prefer to learn theories such as Marxism and Deng Xiaoping theory, and values such as patriotism and devotion through classroom teaching, with the percentage of willingness to do so being 16.6% and 20.3% respectively. Regarding recent major events in school, society, etc., 23.8% of students want to learn about them through online teaching, and 23.6% expect public lectures with detailed explanations about major events to be held. 22.1% of students prefer to improve their view of entrepreneurship and employment education through practical activities, and 21.8% prefer to learn about entrepreneurship and employment on their own. 22.5% of the students expect to learn the content of the Three Views of Personality Education on their own, and another 22.6% expect to learn it through academic lectures.

Table2. Tendency of students' ideological and political education methods and content expectations

			The question " What do college students prefer to hear in ideological and political education? "					Sum
			Theory	Major Events	Spirituality Values	Education on entrepreneurship and employment	Education on the Three Views of Personality	
The question " In what way would you prefer to strengthen ideological and political education? "	Classroom Education	Count	48	64	59	56	63	290
		Percentage of classroom education	16.6%	22.1%	20.3%	19.3%	21.7%	
		Percentage of total	3.1%	4.2%	3.9%	3.7%	4.1%	19.0%
	Online Teaching	Count	43	76	65	69	67	320
		Percentage of online teaching	13.4%	23.8%	20.3%	21.6%	20.9%	
		Percentage of total	2.8%	5.0%	4.2%	4.5%	4.4%	20.9%
	Self-directed learning	Count	38	59	56	60	62	275
		Percentage of self-directed learning	13.8%	21.5%	20.4%	21.8%	22.5%	
		Percentage of total	2.5%	3.9%	3.7%	3.9%	4.1%	18.0%
	Practical activities	Count	48	82	68	78	77	353
		Percentage of practical activities	13.6%	23.2%	19.3%	22.1%	21.8%	
		Percentage of total	3.1%	5.4%	4.4%	5.1%	5.0%	23.1%
	Public Lectures	Count	41	69	55	61	66	292
		Percentage of public lectures	14.0%	23.6%	18.8%	20.9%	22.6%	
		Percentage of total	2.7%	4.5%	3.6%	4.0%	4.3%	19.1%
Sum		Count	218	350	303	324	335	1530
		Percentage of total	14.2%	22.9%	19.8%	21.2%	21.9%	100.0%

Note: Percentages and totals are based on the number of options selected.

(5) The students' lives are closely related to ideological and political education. Most students are willing to seek help from their counselors (homeroom teachers) when they encounter difficulties in their study life. 85% of the students thought the involvement of the graduate secretaries and counselors in ideological and political education was high. 92.55% of students believe that teachers of professional or public courses play a large role in helping with ideological and political education. Students' stress during their college years mainly comes from academic and employment pressure, and students are more willing to communicate with teachers and solve problems in study and life.

However, 68.94% of the students think that the main problem of the current ideological and political education of college students is the disconnection between theory and practice.

2.2 Graduate Supervisors-Specific Research Studies

Meanwhile, the Party Committee of the university is also very concerned about the attitude of the postgraduate supervisors towards ideological and political education and its implementation. The research was conducted by distributing questionnaires and individual interviews. A total of 44 questionnaires were distributed, and 44 valid questionnaires were collected. Regarding the distribution of the sample by gender, 68.18% were male and 31.82% were female. Regarding the sample distribution of age, 65.91% were 36-45 years old and the rest accounted for 34.09%. Regarding the sample distribution of education, 86.36% were PhDs and 13.64% were Masters. Regarding the sampling distribution of teaching years, 20.45% were 0-1 year, 34.09% were 2-3 years, 13.64% were 8-9 years, and 22.73% were 10 years and above. 93.18% of instructors supervise graduate students at the master's level only. Regarding the distribution of the types of supervised graduate degrees, 47.73% were bachelor's only, 2.27% were professional only, and 50% were both.

Table 3. Mentor sample distribution statistics(N=44)

Category	Description	Sample size	Percentage /%
Percentage	Male	30	68.18
	Female	14	31.82
Age	36-45 years old	29	65.91
	Other	15	34.09
Academic qualifications	Master	6	13.64
	PhD	38	86.36
Teaching experience	0-5 years	26	63.63
	6-9 years	8	13.64
	10 years and above	10	22.73
Type of coaching	Master only	41	93.18
	PhD only	1	2.27
	Both master and doctorate	2	4.55

From the analysis of the survey, our graduate instructors are active in communicating with students and willing to carry out ideological and political education. However, there are difficulties in the process of implementation.

(1) The graduate instructors actively communicate with the students and the conversations are not limited to academic exchanges, but also concern for the students' life and future. The survey shows that 95.45% of mentors are currently satisfied with their relationship with their students. The top three main components of graduate instructors-student communication were: academic issues, future development, and progress on assignments. 86.36% of graduate instructors currently communicate with students 1-2 times a week. 38.64% of mentors have a fixed time to communicate with their students. 34.09% of mentors are self-initiated. And 27.27% of mentors are discretionary. Most mentors communicate with students mostly in person, online (QQ, WeChat, etc.), by phone, or by text message. The main sources of student stress are student employment and career development problems, student academic problems, and student psychological problems.

(2) The supervisors recognize and are willing to cooperate with the study to carry out the ideological and political education for graduate students. Moreover, the supervisors are willing to understand and respect the students' ideas. According to the survey, 95.45% of the instructors agree with the statement that the role of instructors as the primary responsible person in the political education of graduate students should be given full play, while 4.55% do not agree and do not oppose. Most teachers will use group seminars and individual conversations to provide ideological

education to graduate students. 65.91% of instructors think there has been pressure in the process of educating postgraduates on ideological and politics, while the rest think there is no. More problems in the process of ideological and political education for postgraduate students are academic difficulties, psychological problems, and students' disinterest or aversion to this approach. 68.18% of instructors communicate with students' homeroom teachers or counselors if they encounter problems when conducting ideological and political education. 68.18% of instructors communicate with students' class teachers or counselors if they encounter problems when conducting ideological and political education. Most instructors believe that students should be guided and cared for in these areas: professional knowledge, research projects, and life method. The vast majority of instructors will communicate with students to reach agreement or respect their ideas if they disagree with them.

3. Conclusions and Recommendations

(1) From the perspective of students, theoretical education classroom design should be increased. Strengthen the study of Xi Jinping's thought of socialism with Chinese characteristics in the new era and the study of socialist core values in the ideological and political education. The content of public lectures needs to be enriched, focusing on the diversity of content, form and interactivity of situational policy and entrepreneurship and employment lectures. The propaganda and education of school media, catechism online classes and other online communication forms need to be upgraded. Ideological and political education is integrated into the Internet life of students. The construction of official media should be fully based on national and school normative documents, building a good education and guidance team [7].

(2) From the perspective of graduate student supervisors, college counselors and graduate student tutors should collaborate to educate, which can promote complementary working methods, working fields and teaching skills, and make up for the shortcomings in the process of educating people's growth. Therefore, the collaborative education of college counselors and graduate student tutors is also an inevitable requirement to promote the two teams to break the bottleneck and promote their professional development. It is also important to focus on informal communication and encourage tutors to establish good informal communication and talk patterns according to their own and students' characteristics, such as holding regular leisure activities and holiday celebrations. At the same time, schools should also make efforts to create conditions for interaction between tutors and students, such as providing online and offline tutorial interaction platforms [8].

(3) From the counselor's perspective, the counselors of colleges and universities should be the key node in the "three comprehensive education". It can even be said that the highlighting of the effectiveness of any educational node in the "three comprehensive education" depends on the participation of the counselors of colleges and universities. To strengthen the role of counselors in postgraduate ideological and political education, the education and management work of counselors should be combined with the understanding of students by postgraduate supervisors, which can realize the complementary advantages and promote the unity of knowledge and action of students.

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