

An analysis of the construction path of "one-stop" student communities in higher vocational colleges from the perspective of the integration of the five educations

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Abstract: The "one-stop" student community has gradually gained attention in various schools. The student community has become an important place for education in higher vocational colleges. This article analyzes its construction path from the perspective of integrating morality, intelligence, physical fitness, aesthetics, and labor ("Five-Education Integration"). Through collaboration among departments (e.g., student affairs, academic affairs, and logistics), the initiative aims to bridge the "last mile" of education, foster holistic student development, and enhance the quality of talent cultivation.

Keywords: five-education integration; higher vocational colleges; "one-stop" student community

1 Introduction

In the context of the present era, it is more important for higher vocational colleges to cultivate high-quality technical and skilled talents. The emergence of the "one-stop" student community can provide a path for the implementation of the integration of the five educations, focusing on the difficulties, pain points and bottlenecks that restrict and bind students' growth and success, coordinating and mobilizing various educational and teaching subjects, elements, links and resources to serve and guarantee students' growth and development needs. This article aims to explore the path of building a "one-stop" student community in higher vocational colleges from the perspective of the integration of the five aspects of education, providing a reference for students' growth and success [1].

2 The significance of building a one-stop student community in higher vocational colleges from the perspective of the integration of the five educations

2.1 Implement the fundamental task of fostering virtue and nurturing talent and build a pattern of "all-round education"

The "one-stop" student community breaks the boundaries of traditional educational scenarios, transforming traditional teaching venues such as classrooms and lecture halls into student dormitories. It combines daily life closely related to students, including ideological and political education, academic guidance, life services, cultural activities, fire safety, fraud prevention, disease control, employment and entrepreneurship guidance, etc, so as to transform the fundamental task of moral education from an abstract concept into concrete actions and growth gains that students can feel and understand, allowing students to receive educational content within the context of their own lives.

2.2 Promote the all-round development of students and enhance the quality of technical talents training

The emergence of the "one-stop" student community breaks down the spatial barriers of traditional education and integrates the difficulties, pain points, and bottlenecks in students' growth and success. This is achieved through diverse activities tailored to students' needs such as thematic lectures, academic salons, cultural and sports events, art performances, and labor practices. In the student community, students can develop their character and increase their wisdom through activities, and also build up their physical strength and develop their willpower through practical activities [2].

2.3 Innovate student management models to enhance management and service efficiency

By coordinating with various departments and functional units across the college to tilt educational resources and teaching support, life services, cultural activities and other resources towards students' living spaces, multiple departmental affairs can be centrally handled in the student community, simplifying procedures and reducing process barriers. Through digital empowerment, online processing procedures can be integrated. It will effectively promote a fundamental shift in the service model, transitioning from the previous "students running more errands" to the current "one-stop service".

3 The current situation of building "one-stop" student communities in higher vocational colleges

3.1 The integration of the five aspects of education is not deep enough

Currently, student community construction remains largely in the exploratory phase, primarily focusing on routine administrative tasks such as accommodation management, dormitory maintenance, and life support services. However, educational initiatives within these communities are still underdeveloped. For instance, professional activities often attract a fixed group of participants, with limited broader student engagement. While recreational activities enjoy high participation rates, their educational depth remains insufficient.

3.2 Students' participation is not high

At present, there are many types of student community activities, but there is a general problem of low student participation. From the perspective of the activities themselves, student community activities have problems of being monotonous in form and highly similar in content, which are not attractive to students and fail to be combined with the interests, growth needs and characteristics of the times of contemporary college students, making it difficult to attract students to participate. At the same time, activity planning is overly formulaic, often driven by organizers' ideas rather than students' actual needs. Additionally, the narrow focus of student communities in event organization has resulted in monotonous promotional methods and inadequate promotion efforts. These factors collectively contribute to low student participation in community activities.

3.3 Insufficient integration of resources

Some student communities face prominent issues such as scattered resources and poor integration. The interaction between student communities and various functional departments or secondary colleges mostly remains at the activity level, often driven by a need to complete tasks rather than genuine engagement. Deep resource integration is insufficient and some functional departments have low enthusiasm for participating in community construction. The collaborative mechanism of the education community is not well-established. There is a lack of clear pathways for ideological and political teachers, professional instructors, administrative and service staff, logistics support personnel, and external resources to converge effectively in student communities. Additionally, responsibilities and linkage models among all parties are not clearly defined. Consequently, a pattern of regular, in-depth cooperation and complementary resource utilization has not yet been formed, highlighting the need to improve the institutionalization of "joint education" initiatives.

4 The path to building a "one-stop" student community in higher vocational colleges from the perspective of the five-education integration

4.1 Prioritize moral education and cultivate moral sentiments

Moral education is a crucial component of student community education, which requires a variety of educational activities within the community, such as dormitory civility lectures, dormitory safety workshops, and storytelling sessions sharing heartwarming stories. For instance, students can participate in a day of community work, learning to respect and care for others through practical experience; additionally, guiding students to support classmates or friends in need helps them cultivate moral sentiments starting from their immediate surroundings [3]. Each department can also organize diverse moral education activities within the student community, aligned with its job responsibilities, to create a unified educational effort. Simultaneously, leveraging new media and student groups, we can widely publicize good deeds among students and foster a positive atmosphere in both student communities and school campuses.

4.2 Emphasize intellectual education and enhance professional skills

Break down internal barriers within the student community by integrating academic activities with diverse group interests and fostering cross-disciplinary collaboration. The student community should conduct stratified surveys of students' needs based on their majors, grades and needs within the community, establish a demand database based on students' needs, and build professional practice and communication platforms in combination with school characteristics and students' interests. Invite academic mentors and full-time teachers to participate in professional skills competitions, project discussions and other activities. In addition, functional spaces such as community reading corners and self-study rooms can be established to provide students with convenient access to self-study and information. This will create a vibrant learning atmosphere within the student community, and promote academic, cultural, sports, and psychological activities. It breaks down group restrictions, by closely integrating the above contents with student community life, enabling students to fulfill their requirements, deepen professional knowledge, and enhance skills. This fosters innovative consciousness and practical ability, and lays a solid foundation for future career development.

4.3 Strengthen physical education as the foundation and enhance physical fitness

Encouraging students to develop good exercise habits is a key goal of the student community. To achieve this, we should improve sports facilities and equipment, rationally plan sports fields or gyms based on student needs, and provide sports equipment and facilities such as basketballs, footballs, volleyballs, badminton, etc. Additionally, we can organize a variety of sports activities tailored to students' interests, hobbies and the gender of students in the student community. For communities with more male students, competitive games such as 3v3 basketball and 5v5 football can be added; In addition to regular ball games like table tennis or badminton, some outdoor expansion activities such as mini marathons and colorful fitness runs can be added to enhance the fun of sports and attract students to participate actively. At the same time, we should encourage students to take initiative in sports, and actively participate in activities they enjoy, shifting from passive to active engagement, and ultimately cultivating lasting exercise habits.

4.4 Attach importance to aesthetic education and cultivate artistic sentiments

The student community can leverage a variety of art activities to provide students with a platform for aesthetic experience and artistic practice, cultivating noble artistic sentiments. Student communities should regularly carry out various art popularization activities by inviting art teachers, music instructors, or cultural professionals to lead sessions such as calligraphy and painting appreciation, music appreciation workshops, and hands-on painting classes, to popularize basic art-related knowledge among students and enhance their aesthetic appreciation ability. At the same time, based on students' hobbies and specialties, the student community can organize artistic performances, art exhibitions, handicraft

creative activities, painting and graffiti activities, etc., within the student community, providing students with a stage to showcase their artistic talents and stimulating their enthusiasm for active participation. In addition, leveraging contemporary students' enthusiasm for short videos, courses such as photo editing and audio-video editing can be offered, allowing students to enhance their aesthetic abilities while also learning technical skills. Based on the community's actual conditions, student-created handicrafts can be displayed in public areas, while edited or modified student works can be projected to cultivate an artistic atmosphere in community spaces. Based on their unique characteristics, each community can collaborate with school art troupes, student associations, etc., to carry out artistic activities such as drama, chorus, painting, dance, square dance events, etc. Additionally, they can partner with local cultural centers, art troupes, and intangible cultural heritage organizations to bring art into schools and communities, fostering direct engagement with students.

4.5 Foster pride in labor and cultivate the labor spirit

Student communities can set up labor practice positions based on their own development characteristics, including environmental sanitation maintenance, green plant care, and public facility management in accordance with the needs of community management. Students can then be organized to participate in rotation, enabling them to experience the value and significance of labor in practice. Based on the characteristics of community life, create videos documenting students' community labor activities, such as arranging items, organizing clothes. Students who participate in these labor activities will earn bonus points toward their assessments. Additionally, integrate labor practice activities aligned with vocational students' professional profiles to strengthen hands-on competencies and refine technical skills through experiential learning. At the same time, organize students to engage in volunteer labor activities (e.g., campus labor, volunteer actions) to cultivate a sense of responsibility and dedication. In addition, efforts should be made to foster the spirit of labor by sharing the deeds of model workers and conducting labor-themed educational programs [4].

5 Conclusion

Higher vocational colleges should always adhere to the student-centered education orientation, break down the barriers of traditional education models, and continue to explore and innovate in areas such as community space layout, activity design, and resource integration. By building an education system that nurtures students in morality, intelligence, physical fitness, aesthetics and labor, students can refine their moral character, increase their knowledge, build up their physical strength, cultivate their aesthetic sense and advocate labor in community life, achieving a comprehensive improvement in their overall quality.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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