

Practical Exploration of the Construction of a New-Era Ideological and Political Work System in Universities

Xianqiang Li, Shihua Wang

Guangdong Zhaoqing University, Zhaoqing 526061, Guangdong, China

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Abstract: Improving the ideological and political work system is a key initiative in the new era for fostering high-quality development in universities and cultivating talent for the Party and the nation. It's essential to adhere to the Party's leadership, follow scientific principles, and strengthen systematic thinking. This research emphasizes the necessity and optimal strategies for enhancing the system from three perspectives: theoretical logic, value logic, and developmental logic. By addressing the current era's challenges, it focuses on strengthening top-level design related to institutional philosophy, improving the coherence of talent cultivation efforts, and enhancing operational coordination. The goal is to construct a scientific and comprehensive ideological and political work system.

Keywords: ideological and political work system, logic, practice

1. Introduction

Ideological and political work is essential to all school activities, as it relates to the Party's leadership over higher education, the direction of socialist education, and ideological security. The 20th National Congress of the Communist Party of China has outlined new directives for this work, emphasizing the importance of "forging souls and educating people with socialist core values, and improving the ideological and political work system." [1] This guidance helps schools strengthen their ideological and political efforts in the new era. Understanding the logical framework for building this system in higher education and clarifying its construction path is crucial for promoting high-quality development and enhancing the modernization of school governance.

2. The Logical Connotation of the Development of the Ideological and Political Work System in Universities

A system is an organic whole made up of interconnected elements organized by specific rules to serve a particular function. The ideological and political work system in higher education is a subsystem of the governance system, designed to achieve the fundamental task of fostering virtue through education. [2] To promote its high-quality development, it is essential to grasp its internal operational logic and understand the rules of its development.

(1) From a theoretical perspective, improving the ideological and political work system is shaped by its unique attributes. According to dialectical materialism, nothing exists in isolation; everything is interconnected, forming an organic whole. Elements of this system—people, resources, time, space, and operating mechanisms—interact to generate effectiveness, ultimately reflected in educational outcomes. Achieving these results requires a scientific and systematic approach to ideological and political work. This involves understanding the operational rules, principles, and characteristics of the system and its components, as well as the internal and external dynamics at play. By fostering coordination and collaboration among these elements, positive value is generated, leading to the attainment of educational goals and enhancing overall educational effectiveness.

(2) From the perspective of value logic, improving the ideological and political work system is shaped by our Party's nature and mission. The essence of this work involves engaging with people, with the Party prioritizing the fundamental interests of the populace as both the starting point and ultimate goal of its efforts. This commitment to a people-centered value orientation emphasizes human development. The comprehensive development of individuals has always been a fundamental mission of education, impacting the Party's future and the nation's stability. This perspective imbues ideological and political work in higher education with multiple values, such as value goals and orientations. As a critical component of the talent cultivation system, this work reflects a school's governance capabilities and is essential for building a high-quality education system. Key questions about "what kind of people to cultivate," "how to cultivate them," and "for whom to cultivate them" are addressed through the ideological and political work system, providing guidance for effective ideological and political

education.

(3) From the perspective of development logic, enhancing the ideological and political work system is guided by objective laws of development. Dialectical materialism asserts that nothing is permanent; every entity evolves through various stages. The development of ideological and political work in higher education is a long-term process that transitions from simple to complex, fragmented to systematic, and from conceptual ideas to established institutional mechanisms. This systematic construction is an ongoing process that expands both in content and scope while deepening practical engagement. Since the 18th National Congress of the Communist Party of China, the Party Central Committee, under Xi Jinping's leadership, has emphasized combining theoretical development with practical exploration. It promotes scientific top-level design informed by practical insights. The approach focuses on comprehensive education across multiple domains, including curricula, research, culture, psychological counseling, management, and services. The reform of the "Three-Wide Education" model has led to effective strategies for enhancing ideological and political work in the new era. Seven key educational projects have been proposed: theoretical empowerment systems, academic instruction, daily education, management services, security and stability, team building, and evaluation and supervision systems. These projects offer essential guidance for refining the ideological and political system in schools and supporting high-quality development in higher education. The understanding of the ideological and political work system has deepened, with significant progress in both theoretical recognition and practical experience. Its incorporation into the national governance framework and modernization of governance capacity highlights its contemporary importance and value.

3. Practical Pathways for Constructing the Ideological and Political Work System

In the current context, the construction of the ideological and political work system in higher education exhibits weaknesses, including inadequate top-level planning, underdeveloped coordination mechanisms, and a lack of synergy, resulting in weak targeting and effectiveness. Specifically, at the operational level, establishing a scientific and effective system that aligns with talent cultivation laws, ideological and political work rules, and social development trends — while reflecting school realities — remains a long and challenging task.

(1) From the perspective of school management, enhancing the top-level design of the ideological and political work system is essential. This involves both theoretical exploration at the design stage and practical implementation. Ideological and political work is central to serving the overall goals of the school, and as reforms deepen and governance modernization improves, strengthening this system becomes both necessary and natural. However, some schools struggle to integrate their ideological and political work with specific circumstances. The lack of systematic research and scientific planning in the top-level design has resulted in unclear objectives, shifting tasks, and ambiguous responsibilities, ultimately compromising the quality of the work.

To fully integrate the ideological and political work system into school governance and development, and make it a key driver for modernizing governance, three steps are essential. First, thoroughly study and leverage the unique features and advantages of the school's governance system to enhance the scientific level of the ideological and political work system from a broader perspective. Second, embed governance thinking and methods into all aspects of the ideological and political work system, optimizing its content and structure in line with global trends, the school's developmental stage, and student characteristics. This will shift the work from being abstract and passive to practical and systematic. Third, promote institutionalization by improving leadership structures, work systems, and mechanisms, establishing a systematic and effective working system where ideological and political work is driven by institutional processes, integrating its internal cycle into the broader school development.

(2) From the perspective of talent cultivation, enhancing the holistic nature of the ideological and political work system is essential. This work serves as a critical lever in talent cultivation, as the talent cultivation system includes rich elements of ideological and political work. To achieve significant advancements, we must return to the value logic of talent cultivation. Adhering to this foundational point will help prevent the "weakening" and "hollowing out" of ideological and political work while promoting the integrated development of the system. Although the holistic nature of the education system is vital, gaps often exist between talent cultivation and ideological work practice, with issues like a lack of integration, loose connections, and compartmentalization. Traditional siloed thinking hampers establishing a coherent mechanism that aligns both areas, necessitating further clarification of effective methods, channels, platforms, and evaluation indicators.

In 2018, President Xi Jinping highlighted the integral role of the ideological and political work system within the broader talent cultivation system at Peking University, emphasizing its importance alongside Party leadership and building. Ideological and political work is essential for supporting students' growth and is interconnected with enhancing the talent cultivation system. To address the "separation" between ideological work and talent cultivation, we must adopt a goal-

oriented approach, creating a comprehensive plan that fosters multidimensional integration between these two systems. It is crucial to adhere to the fundamental laws of talent cultivation and the unique characteristics of ideological work. This includes unifying the cultivation of moral and professional talents, aligning with socialist educational goals, and reinforcing a cohesive scientific worldview and methodology. Implementing the core task of fostering virtue through education involves maintaining unity between explicit and implicit efforts, enhancing the permeative effects of education. Additionally, clarifying the roles of educators, environments (both virtual and physical), channels, and platforms is necessary to ensure deep integration. A people-centered approach should be maintained, addressing both ideological and practical issues holistically. We must consider the growth and career development of teachers and students, as well as their everyday concerns, while emphasizing ideological guidance to strengthen the value orientation of ideological and political work.

(3) From the perspective of practical operation, enhancing the synergy of the ideological and political work system is essential. We must recognize its evolution into a crucial tool for talent cultivation. This requires coordinated efforts among various stakeholders. However, the current lack of a collaborative mechanism has led to inconsistent standards and isolated practices, undermining effectiveness. To address these challenges, we need to adopt a "systemic game plan" mindset that strengthens collaboration across educational efforts. By doing so, we can improve the practical outcomes of ideological and political work in the new era.

To strengthen the ideological and political work system, we must first establish a "Great Ideological and Political Work" framework. This requires upholding Party leadership by enhancing organizational structures and forming a robust team comprising both dedicated and part-time personnel. We should also improve teachers' ideological and political capabilities to elevate their educational mission awareness and effectiveness. Secondly, we must enhance content coordination by integrating ideological and political work with teaching, research, and management. By employing a systems theory approach, we can analyze the relationships among various elements and conduct thorough planning to refine the content structure. This includes addressing organizational structures, institutional mechanisms, daily management, and resource support to create a comprehensive educational system. Lastly, we need to enhance spatial coordination by considering the interactive roles of different educational spaces, both online and offline. This will help standardize educational concepts, models, resources, and management mechanisms, fostering a conducive environment for achieving our objectives.

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Author Bio

Li Xianqiang (1972-), male, native place: Fengkai, Guangdong, Nationality: Han Nationality, Professional title: Lecturer, Education: Bachelor, Bachelor, Master, Unit: School of Mathematics and Statistics, Zhaoqing University, research direction: Party building, ideology and politics, ethics.