

The Path to Improve the Effectiveness of Graduate Ideological and Political Education Based on the Concept of Team Collaboration

Fan Bao, Xuezhong Zhou*

College of Teacher Education, Ningxia University, Yinchuan, China

*Corresponding author

Abstract: Graduate education shoulders the arduous mission of cultivating high-level talents in the country. Graduate education plays an important role in cultivating innovative talents, improving innovation capabilities, serving economic and social development, and promoting the modernization of the national governance system and governance capabilities. For a long time, there has been a tendency in graduate education to prioritize scientific research and underestimate ideological and political education. This paper adopts the methods of literature review and logical analysis to address the difficulties of a single path and poor effectiveness in the implementation of ideological and political education for graduate students in universities. It briefly discusses the characteristics and practical status of graduate ideological and political education. This paper combines the practical experience of Ningxia University in cultivating graduate students, starting from the concept of team collaboration, proposes the construction of a high-level innovative talent ideological and political education practice path that takes multiple measures and is driven by collaboration, in order to effectively play the role of ideological and political education and improve the effectiveness of ideological and political education.

Keywords: graduate education, team collaboration, ideological and political education

1. Introduction

Graduate education is a form of education in which students continue to pursue further education and learning after graduation, and can be divided into master's and doctoral education. Graduate education shoulders an important mission and is an important cornerstone of a country's development and social progress. As of 2020, China's graduate education has accumulated over 10 million high-level talents for the country's cultivation and transportation. From the beginning of the founding of the People's Republic of China, where there was a lot of waste waiting to be revived, to the world's leading graduate education, China's graduate education has gone through an extraordinary journey from small to large, from weak to strong, and has played an irreplaceable historical role in the process of reform, opening up, and socialist modernization construction. Socialism with Chinese characteristics has entered a new era, achieving the "Two Centenary Goals" and realizing the Chinese dream of the great rejuvenation of the Chinese nation, posing new requirements and tasks for graduate education in the new era. To develop graduate education in the new era, it is necessary to focus on the needs of the development of the Party and the country, and cultivate a large number of high-level talents with both moral integrity and talent. To promote the reform and development of graduate education in the new era and cultivate a large number of high-level talents with both morality and talent, it is necessary to adhere to the "Four Principles" policy. To better meet the needs of the development of the Party and the country, postgraduate education must be closely linked with the realistic goals and future directions of China's development, serve the people, serve the CPC in governing the country, serve the consolidation and development of the socialist system with Chinese characteristics, and serve the reform and opening up and socialist modernization. To guide young students to have lofty ideals, cultivate a strong sense of patriotism, integrate the individual into the larger self, strive for the people, contribute to the motherland, and strive to become a new generation responsible for national rejuvenation. In 2020, relevant departments in China issued the "Opinions on Accelerating the Reform and Development of Graduate Education in the New Era", one of which is to strengthen ideological and political work and improve the "Three Allures Education" mechanism[1]. Therefore, strengthening and improving graduate ideological and political education is crucial for the qualification and reliability of builders

and successors of the socialist cause with Chinese characteristics, and has significant theoretical value and practical significance. Currently, various graduate training units have launched practical work on ideological and political education for graduate students, and diversified ideas and paths have emerged. However, with the continuous reform of higher education and the continuous growth of graduate enrollment, the work of graduate ideological and political education is facing many challenges, and it is urgent to solve problems such as a single path and poor effectiveness. Therefore, analyzing the characteristics and practical status of graduate ideological and political education, exploring the root causes of the problems, breaking through the conventional carrier of ideological and political theory education, and actively exploring the path to improve the effectiveness of graduate ideological and political education is an important topic.

2. The main characteristics of ideological and political education for graduate students

2.1 The complexity of the graduate population

Graduate students exhibit a complex trend in terms of enrollment background, ideological and political level, psychological pressure, and interpersonal relationships. For example, graduate students at the time of enrollment include fresh undergraduate graduates, unemployed youth, and social workers. Fresh undergraduate graduates have not yet gone out of the Ivory Tower. Their interpersonal relationships are relatively simple, and they are more likely to accept new things and ideas at the graduate stage[2]. However, they are less tolerant of setbacks, while social workers are better on the contrary.

2.2 Differences in different stages of graduate studies

The complexity of graduate student groups leads to significant differences in the level of ideological and political literacy among graduate students of different grades. Lower grade graduate students urgently need to complete the study of professional courses and political theory courses. Therefore, by strengthening the "ideological and political courses" and "curriculum ideological and political", the ideological and political quality of graduate students can be improved; Middle grade graduate students are in a critical stage of scientific research. Although they have adapted to research-based learning methods, the pressure on scientific research has increased, and it is better to intersperse ideological and political education in academic paper writing and research output; The comprehensive quality of ideological and political education of senior graduate students has been improved, and the practical problems such as employment, diversified choices and pragmatism make ideological and political education more difficult.

2.3 The convexity of the role of the mentor team

Unlike the cultivation goals and methods of undergraduate students in universities, mentors are the primary responsible persons for ideological and political education of graduate students, and cultivating moral character is the primary responsibility of graduate mentors. Due to the rapid increase in the number of graduate students, the cultivation of graduate students is more in the form of teamwork. Recently, the Ministry of Education issued several opinions on strengthening organized scientific research in universities to promote high-level self-reliance and self-improvement, requiring the strengthening of organized scientific research [3]. Therefore, the role of a mentor team will become a key factor in achieving effective ideological and political education for graduate students.

3. The practical status of ideological and political education for graduate students

3.1 Insufficient emphasis

Compared with undergraduate ideological and political education, some universities clearly do not attach enough importance to graduate ideological and political education, and most of it is just a formality. At the school level, there is a lack of corresponding institutional documents and long-term planning; Insufficient recognition at the mentor level, with a greater focus on academic achievements and research project progress; At the student level, they are more passive in participating in ideological and political education activities, lacking the awareness of actively improving their comprehensive ideological and political qualities.

3.2 Single implementation method

With the progress of the times and the development of the education industry, many new things and concepts have emerged. The traditional offline preaching teaching model is no longer suitable for the ideological and political quality education of contemporary graduate students, and must keep up with the times. With the help of modern media, we need to transform our single teaching mindset and mode, break free from the constraints of "curriculum ideology and politics", adopt a mixed online and offline approach, integrate teaching with research, and enhance the enthusiasm of graduate students to actively participate.

3.3 Resources are too scattered

The essence of the concept of "Three Comprehensive Education" is to integrate scattered educational resources together, build a larger framework, and achieve in-depth and systematic education. Graduate ideological and political education needs to be comprehensive and larger, aggregate ideological and political resources, break through ideological and political difficulties, and allow ideological and political education to exist in all aspects of graduate students' learning, life, and research, subtly influencing them [4].

4. The connotation of graduate ideological and political education methods

4.1 Curriculum ideological and political education

The main connotation of graduate ideological and political education is to make good use of the main channels of classroom teaching, so that various courses and ideological and political theory courses run in the same direction, forming a synergistic effect. Curriculum ideological and political education integrates moral education content into the teaching process of non ideological and political courses through implicit education. By exploring the ideological and political elements in professional courses, the curriculum carries ideological and political education, and ideological and political education is integrated into the curriculum. Curriculum ideological and political education can combine knowledge impartation and value guidance, subtly achieving moral education and talent cultivation [5]. Therefore, in the reform of "curriculum ideological and political education" teaching, it is necessary to break through fixed thinking, broaden the implementation time and space of ideological and political education, and exert the overall effect of "three comprehensive education".

4.2 Guiding learning and ideological and political education

Due to the difference between graduate education and undergraduate education, mentors, as the first responsible person for graduate education and the task of cultivating moral character, have a natural advantage in playing the role of ideological and political education, gradually attracting the attention of education experts. The "Guiding Learning and Ideological and Political Education" fully utilizes the frequent interaction between mentors and graduate students in research, practice, and other aspects, condenses value consensus, and improves the effectiveness of graduate ideological and political education. Compared with "curriculum ideology and politics", although the theoretical system of "guided learning ideology and politics" is not yet complete, it will inevitably become a new trend in the development of graduate education.

4.3 Mutual learning and ideological and political education

The concept of "mutual learning and ideological education" can be considered as an extension of "guided learning and ideological education", focusing more on ideological and political education activities carried out among classmates, senior students, and younger siblings. The training objectives of graduate students enable research activities to take on the form of team education and team learning. The role of "inheritance" runs through the entire process of each graduate student's training activities, thus enabling them to better serve as excellent role models. The "mutual learning of ideological and political education" reflects the full coverage of ideological and political education in the activity field, breaking away from the thinking that teachers play a leading role in ideological and political education activities, and truly achieving the "student-centered" approach.

5. The application of team collaboration in ideological and political education

Synergy theory is an important branch of system discipline, which focuses on the research of the functional relationship between subsystems and their movement rules, and applies it to the field of education to form the concept of collaborative education. The concept of collaborative education requires teachers of various professional courses to take moral education as the fundamental task, and all types of courses should go hand in hand with ideological and political theory courses to form a synergistic effect. In the new era, universities should use this theory to achieve diversified coordination among "curriculum ideology and politics", "guidance ideology and politics", and "mutual learning ideology and politics".

Considering the scientificity and progressiveness of team collaboration in graduate ideological and political education, the research team has explored a stable new mode of ideological and political education suitable for high-level talents in comprehensive colleges and universities through years of education and teaching reform around how to play the role of the main channel of the classroom, the leading role of tutors and the main role of students themselves.

5.1 Establish a regular training mechanism to improve the ideological and political literacy of mentors

Due to the need to play the leading role of guiding teachers in the team in both "curriculum ideological and political education" and "guidance ideological and political education", supervising the participation of supervisors in training activities such as teacher ethics, professional conduct, and party member education in schools, colleges, and multi-level organizations of the team; Regularly invite ideological and political teachers to give special lectures on ideological and political education to mentors, so that mentors can timely understand hot topics such as morality and the rule of law, social politics, and teaching reform; Actively improve and strengthen one's own moral cultivation and sentiment construction, timely update knowledge reserves, and truly achieve the goal of educating oneself before others; At the same time, gradually improve the understanding of mentors on the development situation of ideological and political education work in universities, and reverse their weak awareness of participation in ideological and political education work [6].

5.2 Unify the planning of ideological and political content and regularly conduct ideological and political discussions

The team is divided into multiple research groups based on their research direction, with each group fully responsible for the cultivation of their own graduate students and setting up different professional courses; Implement a mentor meeting system, hold regular work meetings, and plan according to the excavated ideological and political elements and resources. Reasonably intersperse them to avoid the repeated use of elements; Set up growth files for each graduate student in the group, track their ideological trends and learning status in real time, communicate and analyze, carry out targeted ideological and political education work, and finally form a team effort; Through the research group meeting system, we can achieve ideological exchange between teachers and students, encourage students to actively participate in the construction of teaching content and methods, enhance graduate students' enthusiasm for learning courses, and achieve an organic combination of supervisor leadership and graduate subjectivity.

5.3 Adapting to the development trend of the times and expanding channels for ideological and political implementation

Based on research projects, cultivate the interest of graduate students in actively participating in scientific research projects, increase their abilities through "real knife and real gun" scientific research projects, and enhance their awareness of serving society and innovation in the projects; To compete promote teaching, give full play to the advantages of discipline research direction, organize graduate students of different grades to actively participate in the China International "Internet plus" Undergraduate Innovation and Entrepreneurship Competition, the "Challenge Cup" extracurricular academic competition, etc., and cultivate graduate students' team spirit and ability to quickly solve problems in the competition; Regularly invite enterprises and industry experts in the field to carry out academic reporting activities, broaden the horizons and perspectives of graduate students through high-level academic exchanges, and integrate elements such as patriotic education and scientific and

humanistic literacy into academic reports to enhance their sense of identity.

5.4 Cleverly plan the layout of workstations and play an exemplary and leading role

Starting from the research direction, personality traits, interests, and research foundation of graduate students, reasonably arrange graduate workstations, carefully create a research environment, achieve a combination of dynamic and static, complement knowledge, and leverage the leading role of exemplary graduate students to maximize the advantages of "mutual learning and ideological education"; Regularly carry out research and ideological exchange activities within large and small teams, share the research ethics, research awareness, and research habits of outstanding graduate students, and ensure that every graduate student does not fall behind in research literacy; Carry out effective team building activities, combine work and rest, close the teacher-student relationship, allow graduate students to enjoy scientific research life, relax their mindset, and integrate patriotism and national aspirations into team building, achieving the smooth and silent nourishment of ideological and political education.

5.5 Establish a scientific evaluation system and improve incentive, reward, and punishment mechanisms

When evaluating the work of guidance teachers, we should break away from the traditional "paper only" approach and not only focus on the projects applied by the team, published papers, and the number of patents written, but also incorporate the effectiveness of guidance teachers' education and education into the assessment, strengthen the evaluation of the process, such as quantifying the progress and development of graduate students; When evaluating graduate students, they should not only focus on the publication of academic papers, but also pay more attention to the improvement of their overall literacy. They should recognize the achievements that have emerged in scientific research, learning, and life, and do a good job of motivating role models, goals, and interests.

6. Conclusion

Graduate education is an important component of national education and an engine for building an educational powerhouse. It has both direct and fundamental significance in cultivating high-level innovative talents. As the highest end of national education, how graduate education can become a "peak" for cultivating talents, a "highland" for gathering talents, a source of innovation and creation, and a new engine for serving development is an important issue in front of graduate education in the new era. In the context of ideological and political education, various methods such as "curriculum ideological and political education", "guided learning ideological and political education", and "mutual learning ideological and political education" should be synergistically utilized to enhance the effectiveness of ideological and political education. Building a talent cultivation system based on the concept of team collaboration education that values shaping, cultivates abilities, and imparts knowledge, innovating the path of ideological and political education, can continuously and effectively promote the ideological and political education work in the process of graduate education, and truly achieve the educational purpose of cultivating morality and talents.

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