

Research on the Path to Improve the Quality of Student Ideological and Political Education under the New Situation

Fengshan Si, Jing Wang *

School of Management Science and Engineering, Anhui University of Finance and Economics, Bengbu, Anhui 233030, China

* Corresponding author: Jing Wang (Email: crystalstella@126.com)

Abstract: The ideological and political education of students is an important link in talent cultivation. By analyzing the foundation and role of tutors in carrying out ideological and political education, exploring the difficulties in the process of graduate ideological and political education, and providing feasible implementation paths, we aim to assist students in their comprehensive development.

Keywords: Ideological and Political Education; Graduate Tutor; Path Research.

1. Introduction

Ideological and political education is an important task of higher education, which should run through the entire process of talent cultivation. For graduate education, tutors must face ideological and political education in the process of "cultivating morality and educating people".

In November 2010, the Ministry of Education issued the "Several Opinions on Further Strengthening and Improving Graduate Ideological and Political Education" (Jiao Si Zheng [2010] No. 11), which clearly stated that "we should fully play the role of tutors as the primary responsible person in graduate ideological and political education". In 2018, the Ministry of Education issued the "Opinions on the Comprehensive Implementation of the Responsibilities of Graduate Tutors in Cultivating Virtue and Cultivating Talents" (Jiaoyan [2018] No. 1), establishing the basic responsibilities of tutors in cultivating virtue and cultivating talents, and making improving the ideological and political quality of postgraduate students the first requirement.

In 2022, the number of graduate students enrolled nationwide was 3.6536 million, and the scale of training gradually expanded. Although there has been a significant improvement in the quality of graduate education, there is a tendency for some graduate students to prioritize academic education over moral education, and the level of ideological and political education for graduate students needs to be improved. As the leader in the cultivation process of graduate students, tutors bear the primary responsibility of ideological and political education for graduate students. They should always follow the guidance of Xi Jinping's socialist ideology with Chinese characteristics in the new era, implement the educational concept of the new era as the policy, enhance their role in graduate ideological and political education, actively explore feasible moral education paths, and accelerate the realization of the educational goals of "establishing oneself with morality, learning with morality, and career with morality".

2. The Foundation for Graduate Tutors to Carry Out Ideological and Political Education

2.1. Teaching by Example is an Effective Way

In the daily process of guiding students, graduate tutors should have a profound positive impact on their ideals, beliefs, values, moral sentiments, and other aspects through words and deeds. The tutor's scientific and rigorous academic attitude, as well as the rigorous and pragmatic spirit, will have a profound impact on students. Under the portrayal of the excellent quality of the tutor's moral education, graduate students will plan their academic direction and planning in advance, which lays an important foundation for their academic success. In the process of communication with tutors, graduate students can compare behavior of setting an example to discover their own shortcomings in ideological and political aspects. Through rational thinking and systematic analysis, they can identify the reasons and make timely corrections.

2.2. Tutor's Character is the First Element

A tutor should possess noble moral character, rigorous academic attitude, profound professional expertise, and profound knowledge reserves in order to better stimulate the scientific ideals and academic interests of graduate students. Tutors should fully mobilize students' enthusiasm and tap into the potential and interests of each graduate student; Be good at inspiring students' fighting spirit and enthusiasm at the appropriate time, so that students have excitement and courage towards the topic; To alleviate their concerns, when facing academic, employment, emotional, and life pressures, we need to help them establish big goals, clarify small goals, clarify the main contradictions that need to be solved, provide scientific methods for emotional release for graduate students, and provide theoretical support for stable emotional thinking.

2.3. Teacher-Student Harmony is a Booster

In graduate education, tutors are the people they interact with the most frequently and communicate with the most deeply. Tutors are not only guides for imparting knowledge

and cultivating scientific research abilities, but also role models for morality and personality, and followers of students' values and beliefs. Graduate students are not only inheritors of their tutor's knowledge and research system, but also inheritors of their value system and spiritual personality. Therefore, tutors should establish a correct ideological and political awareness, cultivate graduate students' reverence for scientific ethics and research ethics, integrate a sense of patriotism into research practice and serving society, and truly make graduate students harmonious, happy, and valuable. This is the ultimate goal of education.

3. The Role of Tutors in Graduate Ideological and Political Education

3.1. Enhancing the Ideological and Political Level of Graduate Students

Tutors greatly influence graduate students in various aspects and have a profound influence on the formation of their worldview and research attitude. The closeness of communication between tutors and students is far beyond that of teaching teachers and counselors. They are the people who have the most contact and communication with graduate students during their learning period, and even after graduation, this kind of communication between teachers and students will continue. Therefore, tutors are more suitable for conducting ideological and political education for graduate students, and the ideological and political education provided by tutors is the most important component of professional ideological and political education for graduate students. Long term interaction can enable tutors to fully understand the ideological and psychological changes of graduate students, and integrate ideological and political education into daily learning and life. It helps to improve graduate students' moral cultivation and political consciousness, form a comprehensive ideological and moral system, alleviate multiple pressures on graduate students, and contribute to their comprehensive success.

3.2. Promoting the Comprehensive Development of Graduate Students

In the process of cultivating graduate students, tutors should not only impart knowledge and skills to them, try their best to provide them with better research conditions and reward mechanisms, but also pay more attention to their mental health and personal development. Tutors should leverage the respect and closeness of graduate students towards their tutors, integrate ideological and political education into daily learning and research work, and subtly enhance graduate students' ideological cultivation, academic attitude, interpersonal skills, and dedication, helping them develop comprehensively.

4. The Dilemma of Tutors in Graduate Ideological and Political Education

4.1. Some Tutors Have Cognitive Biases

Influenced by the traditional graduate education model, some tutors only attach importance to the cultivation of graduate students' professional skills and research abilities, seriously neglect of students' ideological and political forms. Some tutors even position graduate students as workers, believing that as long as they are taught their research abilities

and professional knowledge, they can cultivate qualified talents, and there is no need to undertake moral education work.

4.2. The Disconnect Between "Moral Education" and "Education"

In the current process of graduate education, many tutors have realized the importance and role of carrying out ideological and political education for graduate students. However, there is still a serious disconnect between moral education and education in the practical process, separating professional knowledge transmission and research ability cultivation from ideological and political education, without integrating and promoting each other, which directly affects the quality of graduate students.

4.3. Lack of Assessment Mechanism

Currently, the assessment of tutors and graduate students mainly focuses on research achievements such as research topics and papers, which results in significant research pressure on them. As a result, the vast majority of their time is spent on specialized research and improving professional skills. In the context of this assessment mechanism, graduate ideological and political education has not been given enough attention for a long time. In the process of carrying out ideological and political education directly lead to the rupture of the long-term education chain of students' ideological and political education, resulting in poor results in graduate ideological and political education.

5. Ways for Tutors to Improve the Quality of Graduate Ideological and Political Education

5.1. Strengthen Communication between Teachers and Students

Only by communicating with graduate students in a timely manner can tutors comprehensively control their psychological and ideological changes, identify potential ideological problems, and take corresponding measures to prevent them from happening. Tutors should make full use of formal contacts such as group meetings, presentations, and defense, as well as informal opportunities such as conversations, discussions, and gatherings, to implement the ideological and political education work of students. Create an atmosphere of ideological and political education through the words, deeds, and behaviors of the tutor in a silent and nourishing manner, so that students can form a sense of willingness to accept and improve their own level of ideological and political cognition.

5.2. Forming a Collaborative Education System

In the process of training, in response to the potential difficulties in job hunting and failure to graduate on time that may arise during key stages such as project proposal, mid-term examination, job search, and graduation defense, it is necessary to explore the formation of a coordinated ideological and political education joint force with the college party branch and full-time counselors, and build a pattern of full education for all employees. Maximize the advantages of tutors and various departments in graduate ideological and political education, while promoting the integration of

resources and educational information, so that various policies and measures are targeted.

5.3. Overcoming Radical Cultivation Models

The improvement of graduate students' ideological and political level is a relatively slow and long-term accumulation process, and tutors should run through the entire process of ideological and political education for graduate students. If ideological and political education is required to achieve immediate results in the short term, it may deviate from the fundamental principles of implicit education. Tutors can conduct graduate ideological and political education through more grounded content such as professional knowledge related case stories, academic role models, practical experiences, and their own experiences and lessons, making ideological and political education closer to the real lives of researchers and more grounded.

6. Conclusion

The manuscript should include a conclusion. In this section, summarize what was described in your paper. Future directions may also be included in this section. Authors are strongly encouraged not to reference multiple figures or tables in the conclusion; these should be referenced in the body of the paper.

Acknowledgments

We thank the reviewers of the manuscript. This work was

supported in part by a grant from Anhui University of Finance and Economics Graduate Education and Teaching Research Project (cxjhjybyb2208), Anhui Provincial Quality Engineering Project for Higher Education Institutions (2022sx003), Anhui University of Finance and Economics Quality Engineering Project (aclzy2022004).

References

- [1] N. Gao. The function mechanism and mechanism construction of supervisor's primary responsible person in postgraduates ideological and political education [J]. *J. Changchun Inst. Tech. (Soc. Sci. Edi.)*, 2021, 22 (1): 19-22.
- [2] L. Zhang, B. B. Yan, N. Li. Research on the role of tutors in graduate ideological and political education [J]. *Education Observation*, 2022, 11 (7): 25-28.
- [3] J. W. Zhao, X. Q. Sun. On the tutorial team model of teaching politics for postgraduates[J]. *Journal of Hebei Normal University (Education Science Edition)*, 2018, 20 (3): 99-103.
- [4] J. H. Yang, T. Y. Liu, C. L. Zuo. Research on collaborative approach optimization of "three-circle and three-wide" education pattern in colleges and universities [J]. *Heilongjiang Researches on Higher Education*, 2022, 1: 110-114.
- [5] G. Feng, Z. Fang. To promote the ideological and political work in colleges and universities to a new height [J]. *Education Research*, 2017, 7: 29-36.