

Study on the Educational Function of Campus Culture in Universities

Xifeng Wu *, BaiWurihan, Mengmeng Hu

Graduate University of Mongolia, Ulaanbaatar, Mongolia

* Corresponding author: Xifeng Wu

Abstract: Currently, China is facing complex challenges of multiple transformations, including but not limited to social structural changes, international globalization, and deepening reforms of the education system. These factors not only provide unprecedented opportunities for the construction of campus culture in universities, but also bring considerable pressure and problems to various aspects of campus culture, such as material culture, spiritual culture, and institutional culture. For example, some universities have confusion and ambiguity in their values and ethical choices, which limits the further optimization and development of campus culture. Therefore, how to strengthen the cultural attributes of university campuses in the new era has become a problem that must be seriously addressed. Using scientific methods to guide and provide direction for cultural construction activities to enter the campus has become an urgent issue for China's education and cultural development. How to improve its effectiveness and influence has also become a pressing issue. Based on this topic, this article adopts moral education theory, cultural education theory, and contemporary Chinese cultural education theory as the theoretical foundation, combined with the case study of Guangdong University of Petrochemical Technology, analyzes the current cultural phenomena and construction progress on university campuses through questionnaire survey method, analyzes and grasps their existing problems, and interprets the causes of their problems from multiple perspectives, aiming to provide more comprehensive and systematic solutions for the construction of university campus culture.

Keywords: Universities; Cultural Construction; Education.

1. Introduction

In the context of globalization and socialist modernization, the value of cultural perspectives and methods in solving problems cannot be ignored. Culture plays a core role in promoting China's coordinated progress in various fields. As a branch system of social culture, campus culture and mainstream culture grow together, promoting each other and jointly advancing the development of education in China. Campus culture has multiple educational functions, not only related to the thoughts and morals of students, but also involves physical and mental health and scientific and cultural cultivation [1]. In a positive and healthy campus cultural environment, students can naturally accept and practice the core values of society, becoming outstanding talents with comprehensive qualities. The academic environment and visionary cultural perspective of universities give them unique advantages in education. Campus culture contains rich moral principles, spiritual content, and traditional customs, which together form a unique campus cultural atmosphere that has strong guidance and influence on all teachers and students, deeply shaping their values, thinking patterns, and behavioral patterns [2]. A positive and upward campus culture can have a profound impact, especially in terms of providing atmosphere protection for the healthy growth of students. In addition, it can also enhance the comprehensive quality of students and form noble personalities. In higher education institutions, ideological and political education should also pay attention to the creation of cultural atmosphere. Deeply studying the educational function of campus culture is a key way to optimize educational methods and improve educational quality [3].

Exploring the cultural atmosphere attributes within higher education institutions is related to the cultural construction

activities of the school. Evaluating whether its educational function has been realized depends on whether the campus cultural atmosphere matches the school's philosophy, which is also an important indicator for evaluating the quality of its education. Campus culture, as a reflection of higher education institutions, not only reveals the history and traditions of the school, but also in the coming years, students will grow in the campus environment. Therefore, this is of great significance for students' learning and development. A good cultural atmosphere is a catalyst for learning, while a poor atmosphere will damage the enthusiasm of teachers and affect their learning enthusiasm. Therefore, in-depth analysis of its cultural atmosphere aims to help us understand the current cultural situation and better formulate educational goals. This culture is composed of material and spiritual cultures, and is displayed in specific campus activities. These activities provide students with a platform to showcase themselves, unleash creativity, and think independently, truly embodying the student-centered educational philosophy, thereby comprehensively enhancing their comprehensive abilities. Orderly promoting campus cultural construction can contribute to shaping an excellent academic atmosphere and further strengthening students' self-education and self-management [4].

2. Characteristics of Campus Culture

The cultural environment and atmosphere within universities belong to the existence of subcultures, but they have their own distinct characteristics and differences, which can reflect the characteristics of university cultural atmosphere. However, many university campus cultural atmospheres have their own characteristics, so personalization is the most significant feature. Specifically,

the university campus cultural atmosphere has the following characteristics:

2.1. Rich Hierarchy

There are many factors that contribute to the cultural atmosphere of university campuses, among which multiple subsystems exhibit material and spiritual characteristics through interaction. The cultural atmosphere of higher education institutions has two levels of connotations: external and internal. The external culture of universities belongs to material culture, while the internal culture belongs to spiritual culture. On the other hand, there is also an intermediate culture between the external and internal aspects within universities, which is a behavior derived from the system. The material culture of higher education institutions refers to the cultural characteristics generated during the survival and development process of the school, which is the basis for the development of the school. Therefore, material culture is also a part of the internal cultural atmosphere of the school. The internal culture and intermediary culture of the university belong to the core of its internal culture, and are also symbols that distinguish the university campus from other schools.

2.2. Inheritance

Any formed cultural form will be inherited and sustained, and it will not dissipate with the passage of time or changes in social systems. The campus environment and atmosphere within universities belong to a special social and cultural type. The formation of campus culture in universities is not something that can be achieved in a short period of time, but rather a gradual process. Firstly, China has a long history and its profound traditional culture plays an important role in higher education. In the process of self construction, universities absorb the essence of China's traditional culture and continuously promote it, thus forming the independent force of school culture. Secondly, China has a vast territory, and every university is inevitably influenced by regional culture at the beginning of its establishment. A stable part of these cultural factors is preserved, and over time, there are many characteristics. Through integration, the core part of culture is gradually created. Thirdly, the development of higher education institutions is a process of gradual improvement, and each stage of school culture has its own characteristics. During the evolution period, university culture will create unique cultural types.

2.3. Innovation

The Central Committee of the Communist Party of China held the 18th National Congress, which later pointed out that building a socialist cultural power should be regarded as an important strategy and its construction progress should be improved. The domestic cultural soft power should be elevated to a higher level, patriotic culture should be regarded as the most important nation, and the spiritual connotation should play a representative role in subsequent reform activities. To carry out reform and innovation activities, the creative thinking of socialist culture should be utilized and this creativity should be unleashed. The cultural innovation activities of higher education institutions occupy a major position. Teachers and students within higher education institutions have active thoughts, and their creative thinking is very common. On the other hand, university culture is a representative of China's advanced culture, giving rise to many new concepts and situations, which are formed through

the incubation of higher education institutions. Higher education institutions gather human knowledge and culture, and in order to make use of them, it is necessary to screen and critique their cultural content reasonably. On the one hand, we should inherit culture, on the other hand, we should also carry out bold innovation, absorb the essence from different cultural types and give up the bad part, which can also be seen as innovative behavior. Some cultures have strong creativity in the construction of university cultural atmosphere, and some professionals have played an important role. We need to integrate these talent and cultural resources to provide sufficient resource reserves for school cultural construction. In addition, some universities have multiple cultural blends, which can be regarded as innovative points for cultural innovation, bringing convenience to later innovation activities.

2.4. Comprehensive

The cultural environment and atmosphere construction activities in higher education institutions have comprehensive characteristics, because the cultural connotations are composed of two groups: teachers and students, including academic, administrative, moral, and literacy. These factors blend together to construct the cultural environment of the school. The internal and external social groups of the school are not the same. The ideological views of the school teachers and students are relatively independent and more mature, which also leads to the coexistence of mainstream and non mainstream cultural types in higher education institutions. However, this phenomenon also shows a comprehensive characteristic.

2.5. Independence

The cultural environment and atmosphere of higher education institutions are relatively independent, mainly referring to the existence of a culture that corresponds to social culture. Firstly, there are often unique management systems within university campuses, whose operating rules and objectives are independently set by the school. The influence generated by external society is limited, and universities as a whole cannot survive independently. Therefore, social influence cannot be completely isolated. Therefore, the cultural independence of universities is established on the premise that other cultural attributes and social cultures are consistent, and on this basis, they can obtain relative independence. Secondly, there is also a phenomenon of mutual independence between universities. Each university has its own unique cultural system, environmental characteristics, and professional characteristics, which determine the uniqueness of school culture.

3. The Functions of Campus Culture

At present, the management system of higher education in China has been relatively perfect. In order to ensure the effective implementation of the management system, the cultural environment and atmosphere have played a pillar role, ensuring that all students strive according to a unified concept. The cultural atmosphere of the school is reflected in educational performance, and a good atmosphere will bring positive significance to students. We will provide a detailed explanation in the following text:

3.1. Cohesion Function

Campus culture includes common values and behavioral norms, which encompass the common beliefs of teachers and students in the school. For example, in education, development, and struggle, all teachers and students have a sense of belonging and common cognition. Through the construction of cultural atmosphere, the ideas of students and teachers are integrated, so that even people with different cultural backgrounds can understand and recognize each other, forming a unified mode of thinking and behavior. From a broader perspective, this is cultural identity. With cultural identity, the cohesion of the school will be formed. Under the influence of cultural connotations, teachers and student unions have achieved unprecedented unity, combining ideological concepts with the development goals of the school. By leveraging collective strength and advantages, clearer plans are developed for the school, and internal work efficiency is improved, resulting in a more harmonious relationship between students and teachers.

3.2. Provide Guidance for Education

The role of learning is to cultivate talents and complete various educational management tasks, and its cultural connotation should include work philosophy, values, behavior, etc. The connotation of campus culture can serve as an intangible educational force that constantly influences and cultivates all teachers and students in the school, playing a crucial role in their development. Moreover, a reasonable culture will guide the direction of educational development, and both teachers and students will shape their personal thoughts and behaviors based on cultural content.

3.3. Give Full Play to the Role of Constraint Management

The cultural atmosphere of higher education institutions permeates deeply and delicately into the daily life and soul of every campus member. This culture has an indescribable power that can invisibly shape and guide people's values, behavioral norms, and ideological beliefs. In fact, this is a manifestation of the function of constraint norms. Firstly, we can see that the spiritual core of campus culture is an ubiquitous presence in the various rules and regulations of the school. It silently influences all aspects of education and teaching, making the atmosphere of the entire school permeated with this special cultural atmosphere. This atmosphere is not only an influence on students, but also a subtle influence on all teachers, students, and staff, making them unconsciously accept the norms and constraints of this campus culture. In addition, campus culture is also striving to create a cultural environment that can influence everyone. In this environment, everyone is constantly shaping and improving themselves in the process of self-management and self-restraint. This kind of self-management and restraint is not a mandatory norm, but a process based on inner self motivation and self-restraint, which creates a special constraint and influence on people's thoughts and psychology in campus culture. But we should also recognize that this constraint and influence is an indirect and non mandatory existence. It is not achieved through direct commands and demands, but through influencing people's minds and thoughts to achieve its goals unconsciously.

3.4. Incentive Function

Campus culture is a unique phenomenon of community culture, which reflects the characteristics and style of the school. We can consider it as a quasi conscious form that has accumulated the results of generations of long-term efforts and struggles. This culture is a positive and healthy group culture that can stimulate the internal motivation of campus members, making them more actively and actively involved in the construction and development of the school. This kind of motivation is a process of self motivation, which can effectively mobilize people's enthusiasm and initiative, making them more willing to participate in the construction and development of the school. And this internal motivational force is not just an impact on individuals. It can also help create a positive and upward group atmosphere, promoting a virtuous cycle of incentive mechanisms and environment for the entire community. In this environment, people are more willing to demonstrate their spirit of dedication and hard work, striving for common goals and ideals.

3.5. Innovative Features

There are many creative and creative elements in campus culture, including both intellectual and non intellectual factors. Whether in terms of intellectual factors or non intellectual factors, it can effectively mobilize the comprehensive resources of universities and be used for subsequent innovation. In addition, diverse cultural concepts help cultivate students' creative passion and encourage more people to participate in innovative ideas.

3.6. Cultivation Function

From a cultural perspective, the cultural atmosphere of higher education institutions belongs to the experience of cultivating people's sentiments, which has a profound impact on all teachers and students, guiding all work of the school. In the excellent campus culture, under the joint influence of many factors such as intangible, tangible, spiritual, and material, a healthy cultural atmosphere is created for students, thereby achieving the effect of beautifying the soul.

4. Conclusion

This article will provide a more in-depth and comprehensive theoretical basis for the construction of Chinese campus culture and its role in student development. These theoretical supports will not only help to promote campus cultural construction more effectively in the future, but also guide the development of future socialist cause from a theoretical perspective, bringing more assistance to the cultivation of higher talents in China.

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