Exploration on the Synergistic Development Path of College Student Party Building and Ideological and Political Education

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Abstract: To explore the synergistic development path of college student Party building and ideological and political education [1], this paper analyzes the current situation and existing problems of their collaborative development. The research shows that synergistic development is conducive to achieving the consistency of educational goals, enhancing the effectiveness of ideological and political work, and promoting the all-round development of students. However, there are currently problems such as overlapping content, low student participation, uneven resource allocation, and poor work connection. Therefore, it is suggested to strengthen the leading role of Party organizations in ideological and political education [2], innovate the teaching content and methods of ideological and political courses, build a platform for synergistic development, enhance the synergy between various departments, and promote in-depth integration and synergistic development of the two.

Keywords: College student Party building; Ideological and political education; Synergistic development; Reform path

1. Introduction

College student Party building and ideological and political education [3] are important ways to cultivate builders and successors of socialism, and they are highly consistent in goals. With the continuous development of society, how to effectively combine student Party building with ideological and political education [4], improve the effectiveness of ideological and political work, and promote the all-round development of students has become an important issue in the current reform of higher education. This paper will explore the path of their synergistic development, analyze the existing problems and solutions, and provide theoretical support and practical guidance for university education work.

2. The importance of the synergistic development of Party building and ideological and political education among college students

2.1. Achieving consistency in educational goals

The synergistic development of student party building and ideological and political education[5] can effectively achieve

consistency in educational goals. Both share the same ultimate purpose: to cultivate new-era youth with socialist core values, guide students to establish correct values and a sense of social responsibility. By integrating the educational resources of both, optimizing work models, it is possible to realize the maximum utilization of educational resources, avoid redundant investment, and highlight the efficiency and targeting of educational activities. In this process, student party building guides students' thinking through political theory education and collective activities, while ideological and political education[6] deepens the connotation of theories through curriculum teaching and social practice, thereby achieving the consistent goal of educating people[7].

2.2. Enhancing the effectiveness of ideological and political work

The synergistic development of student party building and ideological and political education[8] can effectively enhance the effectiveness of ideological and political work. Both share the same ultimate purpose: to cultivate new-era youth with socialist core values, guide students to establish correct values and a sense of social responsibility. By integrating the educational resources of both, optimizing work models, it is possible to realize the maximum utilization of educational resources, avoid redundant investment, and highlight the efficiency and targeting of educational activities. In this process, student party building guides students' thinking through political theory education and collective activities, while ideological and political education[9] deepens the connotation of theories through curriculum teaching and social practice, thereby achieving the consistent goal of educating people[10].

2.3. Promoting students' all-round development

The synergistic advancement of student party building and ideological and political education[11] can not only improve students' ideological and political literacy but also drive the expansion of their comprehensive abilities. Through the cultivation and guidance of party organizations, student party building helps students establish correct values and outlooks on life, thereby laying a solid ideological foundation for their future career development. Ideological and political education[12] not only focuses on ideological guidance but also enhances students' innovative and practical abilities by enriching curriculum content and encouraging participation in practical activities. The integration of the two, through their dual guiding functions, enables students to understand society and themselves more comprehensively, fostering their comprehensive capabilities to adapt to future social development[13].

3. Problems in the collaborative development of Party building and ideological and political education for college students

3.1. Overlapping content between Party building work and ideological and political education

There is often an overlap in the content of student party building work and ideological and political education. Specifically, when party organizations carry out activities such as party member education and organizational life, they often intersect with the content and themes of ideological and political education courses [14]. Especially in the teaching of ideological and political theory courses, some contents involve the study of the Party's theories, principles, and policies, which are actually very similar to the learning contents in student party building work. This overlap leads to repeated investment of educational resources and redundant educational forms. It not only fails to effectively improve students' political literacy but may also make students feel tired of the Party organization's sense of identity and ideological and political education. After being in such a repetitive educational atmosphere for a long time, students' understanding of party building work and ideological and political education becomes simplistic, lacking new learning motivation and enthusiasm for participation. The emergence of this phenomenon limits the depth and effectiveness of students' ideological and political education, making it difficult to fundamentally stimulate students' enthusiasm for active participation in the Party organization and ideological and political education, and to a certain extent, affecting the quality of the collaborative development of the two [15].

3.2. Low student participation

Even though colleges and universities generally carry out a variety of student party building and ideological and political education activities, the actual participation is generally poor, which reveals that the current forms and contents of such activities are not attractive enough. Many party building and ideological and political activities are too simplistic, outdated, and rigid, such as collective lectures and symposiums, which fail to fully stimulate students' interest and enthusiasm in active participation. The content of the activities is insufficient in innovation and timeliness, often with excessive theoretical abstraction, which is difficult to meet students' actual needs and emotional experiences, causing students to have the impression of "formalism". Since most activities focus on quantity over quality, the organization and implementation of many activities lack pertinence and depth, failing to truly reach the core of students' thoughts. This affects students' sense of identity and enthusiasm in party building and ideological and political education. Low participation indicates that the improvement of students' ideological and political quality is slow, and it also causes ideological and political education and party building work to fail to fully demonstrate the educational function, hindering the realization of the actual effect of collaborative development.

3.3. Uneven resource allocation

Some colleges and universities have obvious uneven resource allocation in the field of student party building and ideological and political education, which is reflected in two aspects: some departments give priority to academic development and teaching content in resource allocation, and the investment in party building and ideological and political education is insufficient, leading to obstacles in the in-depth development of this work. Some colleges and grades are short of resources for student party building and ideological and political education, lacking effective learning and practice platforms, which hinders these students from fully improving their ideological and political quality. The uneven allocation of resources is not only reflected in the field of material resources, such as the investment in activity funds and equipment, but also in the field of human resources. Some colleges and universities fail to guarantee the teaching staff for party building and ideological and political education, with teachers' professional level being low and teaching methods lacking innovation, resulting in teaching effects that are difficult to meet students' diverse needs. The uneven resource allocation directly weakens the actual effect of the collaborative development of the two. Especially in terms of resource sharing and educational integration between different colleges and grades, there is a large gap, which causes student party building and ideological and political education to fail to gather synergy and make it difficult to maximize the educational role.

3.4. Poor work connection

Student party building and ideological and political education are generally undertaken by different departments, lacking an effective collaborative communication mechanism. Although this "clear division of labor" model formally ensures the orderly development of various work, party building work and ideological and political education generally do not form a systematic overall cooperation. Due to the division of responsibilities, there is a lack of close communication and cooperation between party and government departments, ideological and political course teachers, and student organizations, resulting in the two aspects of work being isolated from each other and failing to gather cooperative forces in practice. Party organizations focus on the organization and implementation of political education, ideological and political teachers focus on the content and methods of classroom teaching, and student organizations focus on activity planning and organization. This fragmented work pattern leads to information asymmetry and resource dispersion, lacking unified work standards and goals, affecting the integration and optimization of work effects. Student party building and ideological and political education fail to achieve effective connection, causing educational activities to be unable to gather synergy. Students cannot experience the complementary and supporting effects of the two in the participation process, thus interfering with the actual effect of collaborative development.

4. Paths to promote the synergistic development of Party building and ideological and political education among college students

4.1. Strengthen the leading role of Party organizations in ideological and political education

The leading role of party organizations in college ideological and political education is of vital importance. By improving the leadership mechanism of party organizations, they can effectively promote the development of students' ideological and political education, and realize the in-depth integration of party building work and ideological and political education. College party organizations need to integrate the political leading role into all stages of ideological and political education and demonstrate the vanguard and exemplary effect in the teaching of ideological and political theory courses. Party lectures and theoretical studies are key ways to enhance the leading role of party organizations in ideological and political education. Party lectures are not only a platform for cultivating students' political literacy but also an important means of direct interaction between party organizations and students. Through the arrangement of party lectures, party organizations can systematically convey the Party's ideas and theories, helping students establish correct values and worldviews. Party organizations should guide party members to play an exemplary role, driving non-party members to actively participate in ideological and political education activities. To enhance students' sense of participation and identification with ideological and political education, colleges should organize party and league activities, social practices, and other forms to let students experience the profound significance of party building work in practical activities. Leading students to engage in social practices such as volunteer services and community assistance can help them fully understand the practical significance of ideological and political education, and strengthen their consciousness of social and historical responsibilities. With the proper leadership of party organizations, not only can students' ideological and political literacy be improved, but a positive political atmosphere can also be built in their daily life and study, thereby promoting their all-round development.

4.2. Innovatethe teaching methods and content of ideological and political courses

Innovating the teaching methods and content of ideological and political courses is one of the key means to promote the synergy between student party building and ideological and political education. In line with the needs of the new era, ideological and political education should be closely linked to hot issues such as national development and social progress, so as to innovate teaching content and methods and improve the practical effectiveness of teaching.

The teaching content of ideological and political education should keep up with the times, focusing on social hotspots and students' actual needs. In the current period of social transformation, issues such as environmental protection, scientific and technological innovation, and cultural inheritance have become the focus of society. Ideological and political courses should incorporate these contents into the teaching syllabus, using real-case analysis to guide students to form correct views on the world, life, and values.

The teaching methods of ideological and political courses should highlight practical attributes, moving away from the traditional cramming-style teaching and adopting more interactive teaching, case analysis, research reports, and other forms. Interactive activities such as group discussions and debates can not only stimulate students' thinking but also enhance their critical thinking and problem-solving abilities.

By carrying out extracurricular research activities, requiring students to investigate practical social issues and write research reports, students' understanding and application of theoretical knowledge can be promoted. Through these innovative teaching methods, students can not only improve their own ideological and political literacy but also find opportunities that match their personal development and sense of social responsibility in ideological and political courses.

Innovative teaching methods and content of ideological and political courses can arouse students' interest and learning motivation, adding vividness and significance to ideological and political education, thus effectively driving the synergy between student party building and ideological and political education.

4.3. Building a platform for the collaborative development of Party building and ideological and political education

Building a platform for win-win collaboration between Party building and ideological and political education is conducive to promoting in-depth integration between Party and league organizations and ideological and political education, realizing resource interconnection and complementary advantages. Colleges and universities should align with students' needs to establish multi-level and multi-dimensional cooperation platforms, so as to more smoothly advance the implementation of ideological and political education for students. Establishing a student Party-league federation serves as an effective collaborative platform, relying on which Party and league organizations can jointly carry out Party building and ideological and political education activities in accordance with unified plans. Within the framework of the student Party-league federation, Party and league organizations can regularly jointly hold themed Party days, social practice activities, etc., thereby enhancing students' collectivist spirit and sense of social responsibility. By regularly organizing Party-league cooperation activities—such as themed lecture conferences and visits to red education bases—Party and league organization resources can be more appropriately connected with the requirements of ideological and political education, helping students better understand socialist core values and Party theories. The platform can also be combined with students' interests and hobbies to launch diverse learning and practice activities, such as knowledge contests, social practices, and volunteer services, assisting students in fully understanding and practicing the content of ideological and political education in practice. Such cross-departmental and cross-organizational cooperation promotes effective resource sharing, cultivates students' teamwork spirit and sense of social responsibility, and provides strong support for their all-round development.

4.4. Strengthening collaboration among departments responsible for student Party building and ideological and political education

In the implementation of student Party building and ideological and political education in colleges and universities, it is of great significance for Party and government departments, ideological and political theory teachers, and student organizations to collaborate. Some colleges and universities have insufficient effective communication and collaboration between Party and government departments and student organizations, leading to fragmented work content and scattered resources, which results in the failure to maximize the effectiveness of student Party building and ideological and political education. To promote their cooperative development, colleges and universities must facilitate communication and cooperation among various departments and jointly formulate collaborative development measures. From the operational perspective, Party and government departments should work with ideological and political course teachers and student organizations to participate in the formulation and implementation of ideological and political education, establishing a multi-party cooperation mechanism. Party and government departments can hold regular symposiums with ideological and political course teachers to communicate the progress and achievements of teaching and Party building work, and jointly explore ways to organically integrate Party building work with ideological and political courses. Student organizations should act as a bridge between Party and government departments and ideological and political education, regularly collecting students' feedback and needs, and presenting front-line information to Party and government departments to facilitate more effective adjustment and optimization of work plans. Colleges and universities should conduct regular work summaries and exchanges to ensure the effective implementation of work plans, avoiding the limitations of single-department work. Through close inter-departmental cooperation, student Party building and ideological and political education work can form an overall synergy, thereby improving educational effectiveness and promoting students' all-round progress.

5. Conclusion

The collaborative development of student Party building and ideological and political education in colleges and universities can not only achieve the consistency of educational goals but also enhance the pertinence and effectiveness of ideological and political work, thereby promoting the improvement of students' overall quality. By strengthening the leading role of

Party organizations in ideological and political education, innovating the teaching methods and content of ideological and political courses, building platforms for collaborative development, and enhancing collaborative cooperation among various work departments, we can effectively promote the in-depth integration and collaborative development of student Party building and ideological and political education. This provides strong support for cultivating new-era youth with a sense of social responsibility and innovative capabilities.

Disclosure statement

The author declares no conflict of interest.

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