

Research on the operation mechanism of "three complete education" in Chinese universities in the new Era

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Abstracts

Since the 18th National Congress of the Communist Party of China, the construction of socialism with Chinese characteristics into a new era, in the face of new challenges new requirements, China's higher education attaches great importance to ideological and political education, put forward and constantly improve the "three complete education" ideological and political education work mechanism, realize the full education, education, all-round education. This study analyzes the research of "three complete education" in Chinese universities in the new era from a holistic perspective, introduces the research background, and summarizes the research status of "three complete education" at home and abroad. Carry out theoretical analysis, define the concept of "three complete education", sort out the historical development context of "three complete education", divide it into four stages of proposal, exploration, formation and rise, and summarize the theoretical origin and theoretical basis of "three complete education". To carry out empirical research, five Chinese universities were selected as samples to conduct questionnaire survey and analysis, and found the main problems in the operation process of the "three complete education" mechanism in Chinese universities. Finally, the countermeasures to promote the benign operation of the "three whole education" mechanism are put forward: the second is to achieve the unity of opposites between the whole and part in the reform of ideological and political education, and the unity of opposites and innovation in the process of strengthening the effectiveness of ideological and political education.

Keywords: The Operation of the Ideological and Political Education Mechanism in Chinese Colleges and Universities

Research Background

According to the Statistical Communique on the Development of National Education in 2022 issued by the Ministry of Education of China, the gross enrollment rate of China's higher education in 2022 was 59.6%, and it has fully entered the stage of popularizing higher education. There are 3,031 institutions of higher learning, and the total number of students reached 46.55 million, making it the largest higher education system in the world. Although the number of higher education received in China is huge, the competitiveness of advanced talents cultivated in China is slightly backward in the world, and it is difficult to meet the talent needs of national and social development. The report of the 20th National Congress of the Communist Party of China (hereinafter referred to as the 20th National Congress of the CPC) put forward the strategy of "strengthening education" to build China from a "great country in education" to a "powerful country in education". In the process of implementing the strategy of "strengthening the country through education", colleges and universities must adhere to the

fundamental task of "cultivating people by virtue", strengthen the level of ideological and political education, and answer the fundamental questions of "who to train, how to train people and for whom".

From the international environment that China is in. With the further development of globalization, the international political, economic, geopolitical changes, artificial intelligence, biotechnology technology as the leading science and technology revolution, 2020 new crown outbreak of global outbreak, the relationship between countries and the international order into the depth adjustment period, the world culture between different countries, nationalities, regional agitation, economic sanctions, political struggle increasingly frequent, ideological struggle is growing. With the continuous development of China, the growing international influence, part of the western capitalist countries began to break China as the biggest threat to the western international order, through various ways and means of western capitalist ideology and ideology, ideology of China's young generation, in order to gain the initiative between contemporary countries (Li Child, 2017). The new situation has put forward new challenges and new requirements for talent training in Chinese universities.

Facing the new situation and new challenges, the communist party of China and the national government continuously explore the path of strengthening ideological and political education in colleges and universities, put forward and constantly improve the "three education" (full, full, comprehensive education) ideological and political education work mechanism, has issued a series of file system, promote colleges and universities to carry out the "three complete education". In recent years, Chinese universities in promoting the "three whole education" theory research and practice exploration, has obtained certain results, but there are also many problems: such as education team and full-time teachers, party departments and administrative departments, professional courses and curriculum education, normative thinking and logical thinking, different stages of mental health education differences, the conflict between campus and external problems are widespread. Whether these conflicts can be properly faced and handled directly affects the effective operation of the "three-complete education" mechanism in colleges and universities, and whether the goal of "cultivating people by virtue" can be achieved.

Through the theoretical and practical study of "tripartite education" in Chinese universities, this study further expands the theoretical basis and provides theoretical support for improving the mechanism to improving the pertinence and effectiveness of ideological and political education in Chinese universities.

Literature Review

1. Research status in China

Using the National Library of China and the digital libraries of some first-class universities in China to retrieve relevant academic works, 76 books with titles including "Three Complete Education" were published in 2018, and increased year by year, and 22 books were published in 2022. From the analysis of published academic works and editors, the Chinese academic circles paid relatively late to "three complete education", but it soon became a research hotspot. However, it can be found from the collated data that the research on "three comprehensive education" is more limited to the micro perspective and practical application, the breadth of macro perspective analysis is not enough, the depth of theoretical discussion is not enough, and there is still a lot of room for improvement of theoretical research. At the same time, subject to the shackles of ideology, it adopts the evasive attitude towards the internal

contradictions and deficiencies of "three complete education", and lacks the objective position of scientific research.

Using China intellectual knowledge (CNKI) database literature retrieval, with title contains "three whole education" retrieval journal papers, doctoral papers, conference papers and full papers, as of July 2023, a total of 4839 articles, including 3555 academic journal paper database, excellent doctoral dissertation database 67, important conference thesis database 121,44 important newspaper full-text database, in addition to all kinds of yearbook. Can see from figure 1.1, with "three education" for the name of the first study in 1997, since 2017, the rise with the communist party of China and the top leader xi jinping in June 2016, the national conference on ideological and political work of the colleges and universities, first proposed the ideological and political work throughout the course of the education teaching, realize the education, comprehensive education, build a new pattern of "three education" starting time, this shows that Chinese academic attention to "three education" research is closely related to the national policy.(Xi Jinping, 2018).

Research on the development course of "three whole education". Ge Qingqing (2020), zhang ning and Wang Weiqiang (2018), fan xiaofeng (2011) and other researchers will generally "three education" education in China is divided into four to five stages, the founding of the People's Republic of China, the national reform and opening up, the party's eighteen big and other major political events, as well as the important documents and national leaders' important speech time node as the basis of stage, which further reflects the national policy and social practice to the development of the concept of "three education" and research plays a decisive role. Research on the connotation of "three complete education". Fan Xiaofeng (2011) defined "three full education" as a moral education concept, emphasizing the mobilization of all aspects of moral education from three aspects of "whole staff", "whole process" and "all-round". Chen Liang (2018) believes that "three comprehensive education" is a summary of the law of talent training and education in China. As for the category definition of whole-staff education, whole-process education and all-round education, from the time line, it shows the expansion and deepening from small to large, from single to diversified, and from inside to outside the school. On the theoretical basis of "three complete education". The Marxist comprehensive development theory, system theory, coordination and control theory, etc., focuses on the integrity of "three complete education", and analyzes how to coordinate and integrate the functions of the various parts as a whole, so as to maximize the function of education (Wang Xisheng, 2019; Wang Yan and Feng Ailing, 2018). Research on the practical path of "three complete education". Or under the guidance of "three complete education", explore the practical path and countermeasures of "logistics service, course teaching and scientific research" in the work of "moral education" in some departments and universities. Or in the background of the comprehensive reform pilot work of "three full education", the colleges and universities discuss the formation of the implementation path of "three full education" with the characteristics of their own school. Or from the whole staff, the whole process and all-round education of these three aspects to explore the "three complete education" practice path.(Du Danyu, 2018; Zhang Wenfeng, 2018) To sum up, although the literature on "sanquan education" has certain significance in providing theoretical reference and practical guidance, there are still some deficiencies: first, the lack of research on the rise of "sanquan education" in the new era; the second is the disagreement on the connotation of the concept of all-round education, which needs to be further accurately defined. Third, the research on the practical path of "three complete education" lacks the integrity and overall exploration under

the guidance of theory.

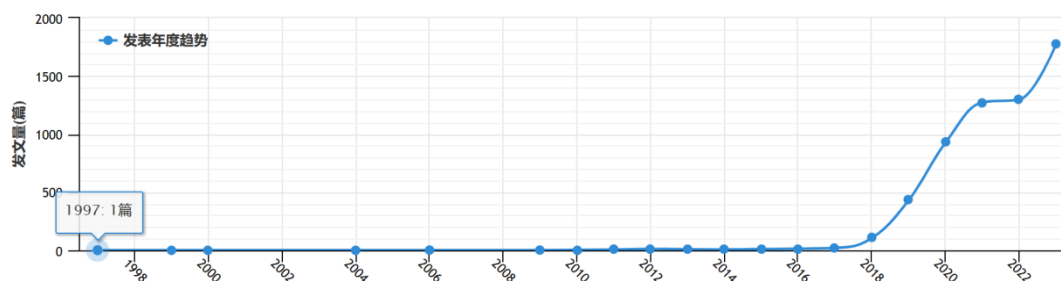


Figure 1.1 General trend of the research literature with the name of "Three Complete Education" Source: Production of this study

2. Research status of the outside of China

Using "Three Complete Education" as the theme content, only 19 foreign literature search results were obtained, but all of them were written by Chinese scholars and published in foreign journals. The research content is not fundamentally different from relevant studies in China. However, there are many studies on ideological education, moral quality education and civic personality education, which have good reference value for this study. Dewey, modern American philosopher and educator Dewey, advocated that the ultimate goal of education is to shape personality, and the fundamental value is to cultivate ideal moral personality. Schopenhauer advocated the guidance of moral emotion and willpower, rather than pure moral teaching, to stimulate people's cognition and recognition of morality. Marx and Engels advocated that social existence determines social consciousness, and moral education needs to promote the all-round development of people through the change and promotion of external environment. In terms of ideological education content, countries outside China, although there is no ideological and political education, but about the content of the moral education has a great similarity, most countries carried out including civic consciousness, moral quality, mental health, dedication, dedication, teamwork, national spirit, patriotism, emotion, ideology and cognitive education, the difference mainly lies in the content focus and concept connotation is different.

Study Design

Taking relevant theoretical problems as the starting point and based on theoretical analysis, using the literature research method, historical analysis method and theoretical analysis method, we elaborate the relevant concepts of "three complete education", comb the historical development context of "three complete education", and grasp the theoretical basis of its existence. Based on the empirical investigation, the questionnaire method was used to conduct empirical research on five universities in Hunan Province, including Hunan University, Central South University, Changsha University, Hunan University of Science and Technology, and Hunan City University, to deeply explore the main problems in the operation process of the mechanism of "three complete education" in Chinese universities. Finally, with the realization path as the foothold, explore the countermeasures and suggestions to promote the benign operation of the "three complete education" mechanism in Chinese universities in the new era. The design study idea is detailed in Figure 3.1

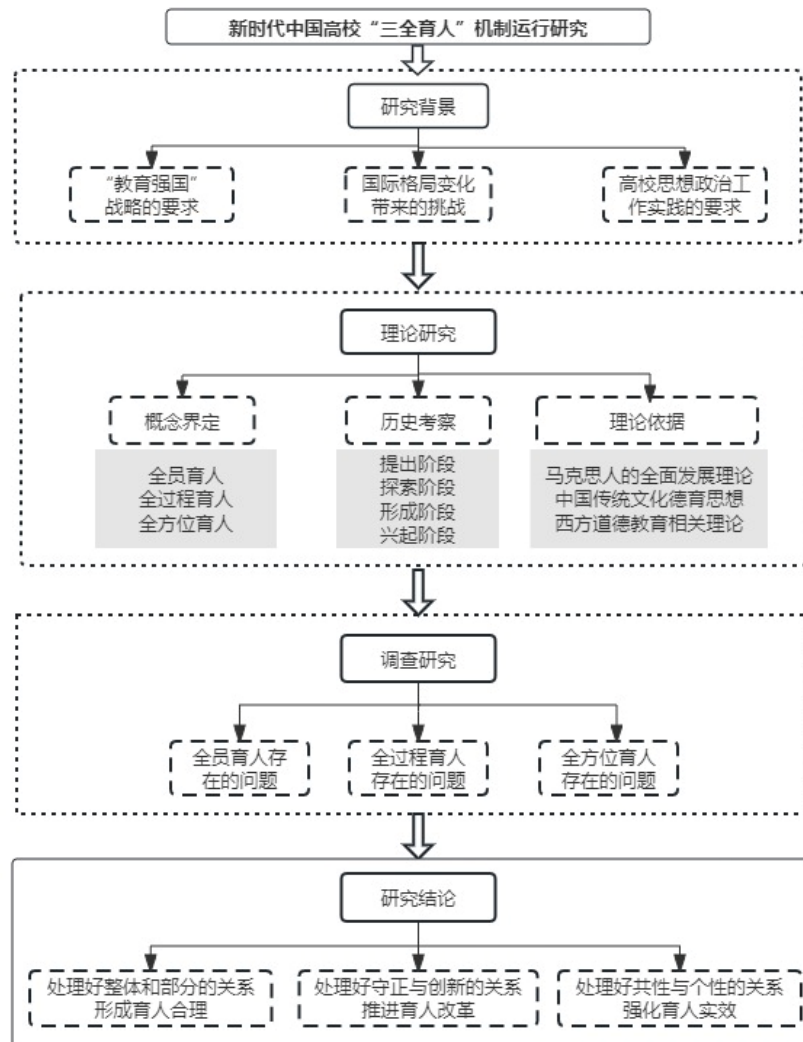


Figure 3.1 Research ideas

Theoretical analysis of "Three Complete Education"

1. Definition of the concept of "three complete education"

"Three comprehensive education" is the ideological and political education mode in colleges and universities formed on the guidance of Marxism, inheriting the traditional Chinese moral thought, drawing lessons from the western modern and contemporary educational thought, the practical exploration of higher education and the summary of scientific experience. The connotation of "three-whole education" includes the educational concepts, educational principles and educational mechanism with "whole-staff education", "whole-process education" and "all-round education" as the core.

Full-staff education mainly refers to the scope of the education team. Educational team including all the staff in colleges and universities, the main members to party and government cadres, the communist youth league cadres, professional counselors, ideological and political theory course teachers of ideological and political work team as the core, including other

specialized course teachers and researchers, various functional departments at all levels of administrative personnel, teaching staff and logistics management service personnel, etc. Different members of universities based on their respective jobs, division of labor and cooperation to form an effective education team. In addition, the social members and family members that students contact can also be included in the educational team to play an educational role.

The whole process of education mainly refers to the stage process of education. Ideological and political education has distinct continuity characteristics, which runs through the whole process of college students from enrollment to graduation. Mainly refers to the college students' ideological and political education from college students before until graduation, including class, class, summer and other stages into the ideological and political education, college students in different stages show different learning characteristics, therefore, must be based on different grade psychological characteristics and behavior characteristics to carry out the ideological and political education, to better, promote the development of college students' physical and mental health and success

All-round education mainly refers to the spatial category of education. It emphasizes the guidance of the concept of moral education, and covers the ideological and political education of college students through various ways and measures in the overall environment of school, family and society. In the school is the ideological and political education into the school in all fields, all aspects, each link, overcome the traditional education form of fragmentation, using the diversity of education method effective understanding education object, creative use bearing or educational information carrier, play the function of ideological and political education elements, build coordinated and unified education mechanism.

"Three complete education" definition: Chinese colleges and universities to "khalid ents" as the fundamental task, the ideological and political education throughout students life, study, practice, growth, all the staff of ideological and political education, at the same time from college students to graduate each link to real-time control, through different levels, aspects, complete coverage in the field of college students' ideological and political education, makes the ideological and political education everywhere, all the time.

2. Historical investigation of "Three Complete Education"

"Three comprehensive education" is formed in the process of the continuous development of China's education work, and is closely related to the general background of China's social development. It can be divided into four stages: proposal, exploration, formation and rise.

Proposal stage: On August 2, 1950, the first National Congress of China Education Trade Union proposed for the first time "teaching, management, service and education", which mainly defined the main subjects of education in colleges and universities from the dimension of post functions, involving three types of work subjects: education and teaching work, management work and service work. In 1957, MAO Zedong pointed out in his book *On The Correct Handling of Contradictions among the People*: "All departments should be responsible for ideological and political work. The Communist Party should be managed, the Youth League should be, major government departments should be, and school principals and teachers should be more (MAO Zedong, 1991)." This further expands the scope of educational subjects, extending to social departments, units and organizations and other subjects.

Exploration stage: The deepening of China's reform has put forward new challenges and requirements for the ideological and political education in colleges and universities. In 1999, the CPC Central Committee and The State Council promulgated the Decision on Deepening Education Reform and Comprehensively Promoting Quality-oriented Education, emphasizing equal emphasis on knowledge education and ideological education, and paying attention to the all-round development of students in moral, intellectual and physical aspects. At this time has the concept of "three whole education", on the basis of the education subject, emphasize the comprehensiveness in the field of education, put forward in the process of establishing comprehensive education network system, establish execution mechanism and system, the implementation of "two lessons", play to the role of the party branch and two schools for a while, to carry out social practice activities, etc.

Formation stage: In 2004, the CPC Central Committee and the State Council issued the Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students, which pointed out that "the ideological and political education of college students should be placed in the first place in all the work of the school and run through the whole process of education and teaching. We should establish and improve a leadership and working mechanism under the unified leadership of Party committees, the joint management of the Party and the public, relevant departments with their respective responsibilities and strong support from the whole society." On the basis of focusing on the subject and the field of education, it further emphasizes the penetration of the education process. On January 17, 2005, the then Chinese President hu jintao in the country to strengthen and improve college students' ideological and political education work conference pointed out that "universities to form the unified leadership of the party committee, communist should, all staff full education, comprehensive education, the working mechanism", it marks the concept of "three education" formally formed.

Rise stage: since the eighteenth congress, socialism with Chinese characteristics into a new era, in order to cope with the new situation of international and domestic, on December 7, 2017, xi jinping, general secretary of the national ideological and political work conference in colleges and universities: "to adhere to the khalid ents as the central link, the ideological and political work throughout the education teaching, education, full education, education, efforts to create a new situation in our higher education career development (xi jinping, 2020)." The Chinese government has issued "on further strengthening and improving the propaganda and ideological work of colleges and universities under the new situation" on strengthening and improving the ideological and political work in colleges and universities under the new situation, the ideological and political work in colleges and universities quality improvement project implementation outline and other series file policy, vigorously promote the "three education" theory research and reform practice. In order to implement the superior decision deployment, the Ministry of Education vigorously promote the "three education" comprehensive reform pilot construction of colleges and universities, formulated the "national college students' ideological and political education work evaluation system (try out)" "college of marxism construction standard" to strengthen the opinions of the construction of university teachers party branch "ordinary higher education counselor team construction regulations" national standard of ordinary universities undergraduate professional teaching quality "and other series of file policy refinement" three education "working mechanism construction requirements," three education "become a new era of Chinese university school, completes the ideological and political education must follow the fundamental premise.

3. Theoretical basis of "three complete education"

Like the emergence of any new ideas and ideas, the concept of "three complete education" emerged in China and emerged in the new era mainly includes the following aspects.

Marxist guidance of the full development of theory: Marx believes that the nature of man is "the sum of all social relations", that is always in reality relationship and certain historical conditions, people in practice must form certain social relations, in the division of labor cooperation, there is no simple personal behavior. When educators carry out educational activities, they must realize the relationship between the educational object and the real subject, as well as the particularity of each educational object, and put the educational object in the social relationship of division of labor and cooperation, so as to effectively implement the educational practice. "Three complete education" just reflects the Marxist view of human essence, based on the sum characteristics of human essence, emphasizes the overall sum of education, and does a good job of ideological and political education through the whole staff, the whole process and all-round. In the theory of human development, Marx believed that human development should be comprehensive development, including human labor ability, social relations and free personality. "Three complete education around khalid ents the central link, through the main channel of classroom teaching, online channels, off-campus all kinds of practice, through the management process, service process, from various aspects to strengthen the ideological and political education of students, make their moral, intellectual, physical, beauty, labor get all-round development", fully embodies the connotation of the marxist development theory. In addition, "Three Quan education" put forward that in the early days of the founding of new China, explored in the period of reform and opening up, formed and developed in the new era, rise in the new era, with the development of China's society, and the Sinicization of Marxism.

Moral education inheritance in Chinese traditional culture. It is the fundamental task of "three education" to cultivate people by virtue. Since ancient times, China attaches great importance to moral education, which affects the generation and connotation of the concept of "three education education" in the new era of China. In Zuo Zhuan in the pre-Qin period. According to the twenty-four years of Duke Xiang, "there is virtue, followed by meritorious service, and then speech" (Yang Bojun, 2009), which emphasizes that people should have noble moral cultivation and become an example for later generations to follow. Only with immortal personality can they make contributions to the country and the people. In the long history of the Chinese nation culture, the moral education connotation is constantly enriched, formed the advocate practice khalid, merit, life ideal, the pursuit of "the sorrow of the world, after the joy" state of life, with "the rise and fall, responsible for" patriotic, looking forward to "for all, the world Datong" ideal society. Moral education has become the precious spiritual wealth of the Chinese nation, and has played a tremendous role in the important moment of the rise and fall of the nation. Since the eighteenth congress, on the basis of Chinese excellent traditional culture, gradually formed the khalid ents education concept, for Chinese universities practice "three education" concept, help young college students set up the communist ideal and the common ideal of socialism with Chinese characteristics, the personal growth and social progress, national rejuvenation, national prosperity closely linked together, become a qualified socialist builders and successors.

The influence of the modern western educational theory: Since modern times, the old China was opened by the giant ships and cannons of the western powers, and fell into the semi-colonial and semi-feudal society. When the western powers invaded, it also brought the advanced ideas and ideas at that time, including the educational theory since the Enlightenment Movement. The educational thought born in the Enlightenment emphasizes the shaping of environment. The British philosopher John Locke put forward the "whiteboard theory", advocating that all ideas and marks come from the acquired experience. The French thinker Montesquieu also stressed that the environment played a decisive role in the human mind, which laid the foundation of environmental determinism theory. The French thinker Rousseau believes that children have infinite potential and innate good nature, which can maximize the potential of children by providing a good external environment. The American psychologist Erickson divides personality development into eight stages and runs through one's life, and each stage has different characteristics, and the stages are interrelated. Educational theory turns to emphasize the continuity and stage of human development, advocating that the process of human development is continuous, and the continuous process is orderly and relatively stable stage. We must pay attention to the individual differences, teach students in accordance with their aptitude, and help them to promote their strengths and complement their weaknesses, rather than ignore the differences. Since modern times, the thoughts of educational theory on educational environment, conditions, subject, stage and penetration have exerted an important influence on the formation of the concept of "three complete education".

Investigation and research on "three complete education"

1. The questionnaire survey design of "Three Complete Education"

This empirical survey understands the current situation and main problems of "three complete education" in Chinese universities through the form of questionnaire survey. Questionnaire preparation mainly from the full education, education, comprehensive education three dimensions, from the perspective of college students, designed a series of enclosed problems, understand students as educatees of Chinese universities "armed education" real feedback, new era "armed education" present situation and existing problems, on the basis of fully grasp the present situation, adhere to the problem oriented, looking for Chinese university "armed education" mechanism of benign operation path.

The questionnaire survey in Hunan province of Hunan province, central south university, Changsha college, Hunan university of science and technology, Hunan city college of five undergraduate college undergraduates as the survey object, a total of 1000 questionnaires, recycling questionnaire 513 copies, eliminate incomplete and fill in the form too consistent questionnaire, finally get effective questionnaire 458. Sex distribution: 52.2%, male and women 47.8%; grade distribution: 35.2%, sophomore year 28.8%, 25.3%, senior year 9.4%; subject distribution: science and technology 33.2%, 24.9%, management and humanities 26.4%, arts and sports 15.5%; political status distribution: 10.0%, non-CPC members 90.0%; student cadre distribution: 25.5%, and non-student cadres 74.5%. (See Table 5.1 for details)

In terms of gender, the ratio of men to women is relatively balanced; in terms of grade distribution, freshman, sophomore and junior years; in terms of subject distribution, art and sports are less; in terms of political status, the CPC has fewer members; and student cadres account for about a quarter. Overall, the sample distribution is reasonable.

Table 5.1 Descriptive statistical analysis of the basic information of the study samples

attribute	class	number of people	Percent 458
sex	the male sex	239	52.2
	femininity	219	47.8
grade	freshman	167	35.2
	sophomore	132	28.8
	junior	116	25.3
	senior	43	9.4
	specialty	152	33.2
specialty	science and engineering	114	24.9
	The management class	121	26.4
	Humanities	71	15.5
	Art and body class	46	10.0
Chinese communist party members	yes	412	90.0
	deny	117	25.5
student cadres	yes	341	74.5
	deny		

2. Analysis of the current situation of the joint construction of all staff education

The ideological and political quality of teachers needs to be further strengthened. The ideological and political quality of college teachers is directly related to the ideological and moral quality of the students trained in colleges and universities. In the questionnaire, "How is the overall situation of teachers' ethics in colleges and universities?" At that time, 47 percent of the students said that the moral quality of school teachers was good, and 31 percent thought that the moral quality of university teachers was average (see Figure 5.1). This is a problem worth paying attention to, but also shows that colleges and universities need to further strengthen the construction of teachers' ethics, in order to lay a good background for the construction of full staff education.

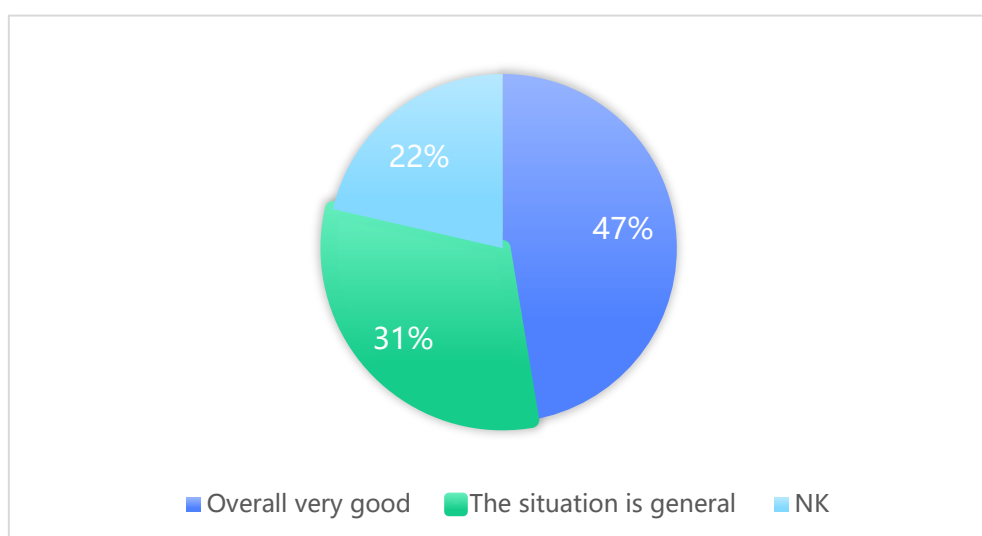


Figure 5.1 Moral level of teachers in the students' universities

Education participation of logistics service personnel is not enough. In the questionnaire, whether the staff of different positions are important to education, students think that university counselors are the most important, followed by professional teachers and administrative personnel, and logistics service personnel are the lowest. 54% of students think that logistics service personnel are not important to education (see Table 5.2 for details). From this point of view, although the university logistics service personnel are a part of the campus staff, but the participation of education is not high, the sense of existence is not strong, do not play the role of education.

Table 5.2 Statistics on the importance of teaching staff in different positions in colleges and universities

Education main body	very important	Generally important	unimportance
Class teacher	321	110	28
administration staff	216	189	53
Counselor team	217	212	29
Logistics management personnel	43	167	248

3. Analysis of the current situation of the whole stage of education

The ideological and political education before and after enrollment is not connected enough. According to "what do you think of the cohesion of ideological and political education before and after entering the university?" According to the analysis of the problem, only 24% of the students thought the cohesion was high, 38% said the cohesion was average, and 38% thought the cohesion was not high (see Figure 5.2). From this data, the ideological and political education between the ideological and political education in senior high school and the ideological and political education in colleges and universities are not fully connected, which is one of the important reasons affecting the whole process of education in colleges and universities.

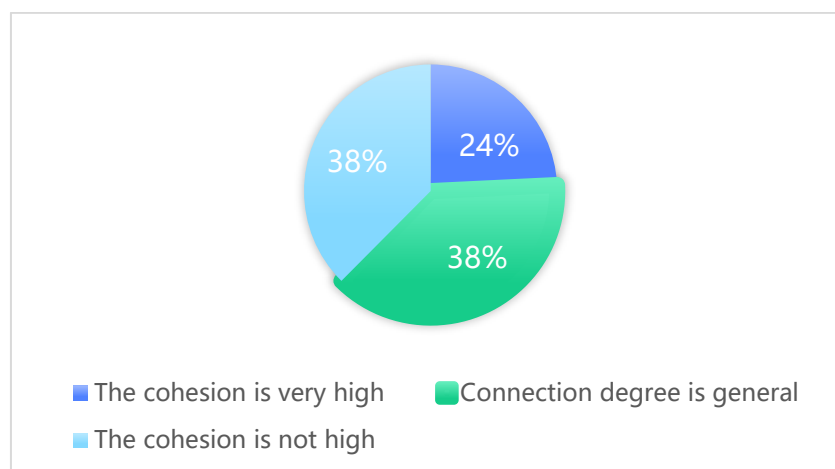


Figure 5.2 Linkage of ideological and political education before and after students enter colleges and universities

Before and after graduation, the work connection is not enough. College graduates are facing an important change of leaving school and being about to receive social baptism. At this stage, it is the key stage of the handover of school education and social influence."Is the school interested in your mind?"Statistics, 80% of the freshmen said that the school often pay attention to the state of mind, 52% of the sophomores said that the school often pay attention to the state of mind, 51% of the junior students said that the school often pay attention to the state of mind, only 11% of the graduating students said that the school often pay attention to the state of mind (see Table 5.3). This shows that there may be obvious faults in the ideological and political education work of colleges and universities in the graduating class.

Table 5.3 Statistics of university attention to the ideological status of students of different grades

grade	Often pay attention to	Occasionally pay attention to	Don't pay attention to
freshman	134	23	5
sophomore	69	53	10
junior	59	38	19
senior	5	16	22

4. Analysis of the status quo of comprehensive education and multi-party linkage

The educational effect of the ideological and political course needs to be further strengthened. In the questionnaire, " What is the effect of ideological and political education?"According to statistics, only 34% of the students think the ideological and political education effect is very good, 45% of the students think the ideological and political education effect is general, and 21% think the ideological and political education effect is poor (see Figure 5.3). Chinese university ideological and political courses as the main channel of ideological education, for a long time to fill, cramming old methods, teachers become classroom center, unilateral, difficult to combine with the concrete actual life, a single teaching form is limited to the interaction of students and teachers, students' curriculum participation and initiative in class is discounted, educational effect did not get full play.

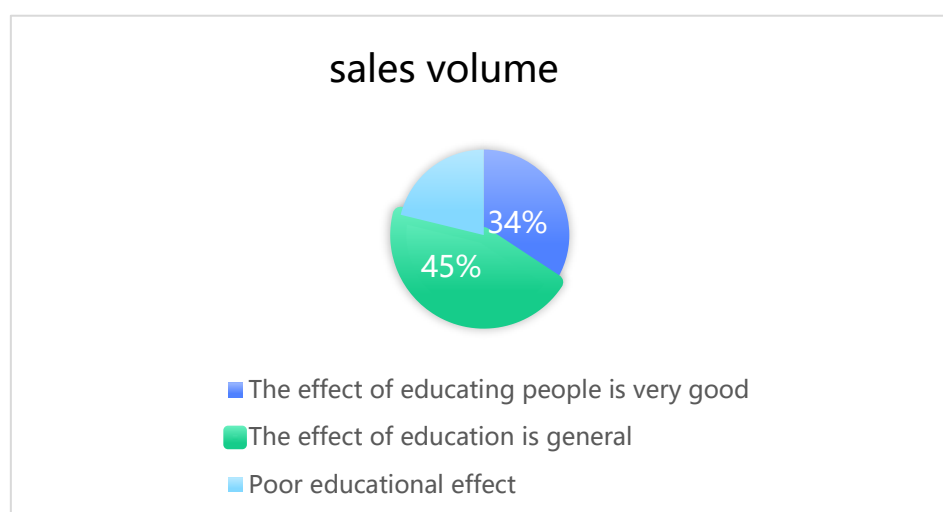


Figure 5.3 The effect of ideological and political education

The second classroom education platform is limited. The second class is an educational platform centered on practical activities. The campus cultural atmosphere and student club activities are an important platform for the moral education of the second class. In the questionnaire, "How is the campus culture construction of your university?", 39 percent of the students think that their university campus culture construction is very good, 43 percent of the students feel that their school campus culture construction is very general, the most noteworthy is that 18% of the students think that their school campus culture construction is not in place. This survey shows that there are still some universities' cultural environment construction is not ideal.

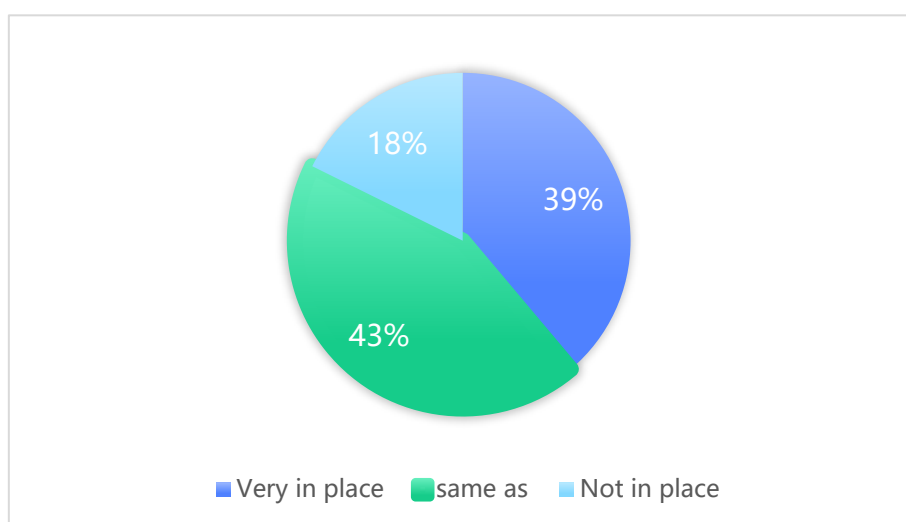


Figure 5.4 Cultural environment construction of the students' school

Recommendations

Under the guidance of Marxism, we should make good use of Marxist materialist dialectics, grasp the dialectical relationship in the comprehensive reform of "three comprehensive education", promote the formation of a joint force of education subjects, promote the connection of the process of education, form the linkage and integration of all parties in education, and realize the benign operation of the working mechanism of "three complete education".

1. Form a joint force of educating people, and look at both the whole and the part

The whole and the part are the unity of opposites, the whole occupies the dominant position, and the part also restricts the play of the overall function. On the whole, "three complete education" must be implemented as a systematic project. Under the guidance of strengthening ideological construction, we should establish moral education as the value scale and work goal jointly held by all the faculty and staff, and lay the foundation for the understanding of all staff education. To strengthen the leadership of the CPC over the ideological and political work in colleges and universities, the president responsibility system under the leadership of the Party committee is fully implemented, and a responsibility system featuring unified leadership of the Party committee, division of responsibility among departments and coordinated participation of all staff members is established to provide guarantee for the ideological and political work. With the systematic and comprehensive reform as the starting point, we will adhere to the comprehensive and overall promotion,

integrate the ideological and political work into all links and fields of school management, education and teaching, and mobilize the faculty and staff of all fronts and departments to participate together to form a joint force in education.

In part, different educational subjects in colleges and universities should perform the functions of education according to the overall requirements of ideological and political work. The educational elements of various groups and posts should be systematically sorted out and summarized, the list of education responsibilities should be established, the requirements of education responsibilities should be defined, the assessment standards of education should be improved, and the education system with coordinated functions and powers should be formed, so as to promote the continuous innovation and development of ideological and political work in colleges and universities. We should implement the requirements of the central government on the ideological and political work of colleges and universities, adhere to the effect orientation, form a coordinated education system of resources, realize the optimal allocation of resources among the educational subjects, and ensure the maximum efficiency of the use of educational resources. It should be clear to cultivate moral education as the fundamental standard to test all the work of the school, strengthen the construction of teachers' ethics, and form an education system of value orientation coordination.

2. Promote the reform of education, both integrity and innovation

The essence of development is the emergence of the new things and the demise of the old things. The new things retain the positive factors in the old things, and add new content in line with the development of the old things. To build a new pattern of "three comprehensive education", Promote the integrity and innovation of ideological and political work in colleges and universities, Need to inherit and carry forward the fine tradition and valuable experience of the CPC's ideological and political work, Adhere to the party's strong leadership over the ideological and political work in colleges and universities; Adhere to the theme of The Times to train qualified career successors; Adhere to the situation, according to the time, according to the situation and improve the effectiveness of ideological and political work; Adhere to the laws of ideological and political work, Follow the rules of teaching and educating people, Follow the rules of student growth, Give full play to the internal impetus of ideological and political work, Leading contemporary college students to listen to the Party and follow the Party, Actively participate in the struggle to realize the great rejuvenation of the Chinese nation.

At present, the international and domestic two overall situations are intertwined and agitated, to promote the integrity and innovation of ideological and political work in colleges and universities, we need to base on the new development stage and face the problems and challenges in the new era. We should take the initiative to adapt to the ideological characteristics of contemporary young college students, use new technology to build the propaganda position of mainstream media, and expand the effective ways of ideological and political work. Based on the latest theoretical achievements of the Party, the ideological and political education content is enriched, the ideological and political work is incorporated into the brain and the heart of college students, and a new pattern of benign interaction between integrity and integrity and innovation is constructed, so that the ideological and political work in colleges and universities always conforms to the development trend of The Times.

3. Strengthen the effectiveness of education, emphasizing both commonness and individuality

Everything that exists in reality is the organic unity of commonness and individuality, where commonness lies in individuality, and individuality is restricted by commonness.

Comprehensively promote "three whole education" comprehensive reform, to adhere to the common absolute and unconditional, always adhere to xi jinping, the new era of socialism with Chinese characteristics as the guide, with marxist position, viewpoint and method to guide the ideological and political work in colleges and universities, grasp the socialist direction of education, do people's satisfaction of the university.

Adhere to the general dominant at the same time, need to be the existence of personality, strengthen the campus, in-class extracurricular, online, and curriculum education, scientific research education, practice education, culture, network education, psychological education, management, service, funding education, education diversity, marxism with the reality of ideological and political work in the current universities, combining continuous innovation, stimulate the overall vitality of ideological and political work in colleges and universities, promote the new era of Chinese universities "three complete education" mechanism of benign operation.

Study Conclusion (Discussion)

As a big country in education, China has carried out the pilot work of "three comprehensive education" nationwide, and it is very necessary for educators to study the mechanism of "three complete education" in Chinese universities. Marxist materialist dialectics advocates that the world is viewed from the perspective of connection, development and comprehensive. The author analyzes the connotation and definition of "three-complete education", sorts out the historical process of the formation of "three-complete education", and explores the theoretical basis of "three-complete education", so as to grasp the internal logic of "three-complete education". In the form of questionnaire survey, the problems existing in the operation of the mechanism of "three complete education" in Chinese universities are found, and the countermeasures and suggestions to promote the benign operation of the mechanism of "three complete education" are put forward under the guidance of Marxist theory and combined. In the new era, the comprehensive reform of "three comprehensive education" in Chinese colleges and universities should adhere to the problem-oriented and systematic thinking, emphasize both the whole and part, and form the resultant force of education; inherit and develop the valuable experience while innovating; conduct unified training in the talent training process, and respect the personality differences of the training objects.

There are also many shortcomings in the course of this study. Such as literature research is not solid comprehensive, questionnaire survey is not comprehensive, no investigation of educators, no survey method depth interview, the most important thing is because the author shallow knowledge, the Chinese university "three education" path research not enough in-depth and meticulous, in the later study the author will along the main line, continue to do research.

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