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Research on the construction of educational community of graduate moral education in the new era

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Abstract: *In recent years, with the introduction and issuance of documents such as the primary responsibility system of graduate tutors, graduate ideological and political work has achieved certain results. However, there is still a lack of coordination in graduate moral education. Therefore, this paper attempts to put forward the concept of the educational community of graduate moral education, analyze the importance of building the educational community and how it is possible, and finally put forward three dimensions: the identification of educational ideas, the coordination of educational methods and the improvement of educational mechanism.*

Keywords: *in the new era; moral education; educational community; construction*

The proposal of educational community of graduate moral education in the new era

Graduate education is an important part of higher education. Colleges and universities shoulder the important mission of cultivating high-quality innovative talents with "both morality and ability and morality first". Therefore, as the main position of personnel training, colleges and universities should not only cultivate postgraduates with solid professional knowledge, but also pay attention to shaping postgraduates' good ideological and political quality and noble personality cultivation.

However, at the cognitive level, there are still cognitive biases in the moral education of postgraduates. For example, some views believe that postgraduates are adults with strong cognitive ability and mature ideas, so there is no need to carry out too much moral education. Therefore, in practical work, some views believe that the most important indicators to test the quality of postgraduate training and education are academic papers and scientific research achievements, and paying close attention to academic training is the most important thing. At ordinary times, as long as there are no principled problems in its daily education management and maintain a safe and stable status. Therefore, the importance of graduate moral education has undoubtedly been weakened and marginalized.

Undoubtedly, the graduate group is different from the undergraduate group. On the one hand, the age of graduate students is 2-3 years older than that of undergraduate students. Their thoughts are relatively mature and stable, have a strong sense of independence, and their ideological conditions are more complex and diverse. On the other hand, there is a lack of effective collaborative education mechanism in the existing graduate

moral education, there are multiple heterogeneous education roles, but they belong to multi head management, parallel exchanges and weak coordination.

Therefore, based on the above analysis, this paper puts forward the concept of educational community of graduate moral education in the new era. That is, graduate students, tutors, counselors and administrators are the constituent elements of the educational community of graduate moral education. These heterogeneous roles all have the responsibility of educating people. Among them, graduate students themselves are one of the most noteworthy elements of the community, with duality. Graduate students are not passive educational objects in the general sense, but special educational objects - special "educational objects" with "subjectivity", which are the main entities of both "passive education" and "active education"; The tutor is the first responsible person; Counselors are the pivot in the education community. The role of coordinator needs to maintain regular interaction and communication with many other different roles. In addition to understanding the ideological dynamics of graduate students through their affairs, they also need to understand the external behavior of graduate students from multiple perspectives through regular communication with tutors, interaction with graduate students and collaboration with other roles, so as to master their ideological dynamics. Other roles such as administrators in the educational community are collaborative educational roles.

This paper puts forward the concept of postgraduate ideological and political education community based on the following two aspects. First, from the theoretical level, awaken the awareness of multiple heterogeneous roles to establish morality and cultivate people, pay attention to the coordination and unity of educational objectives, and obtain the recognition of the concept of educational community. Second, gather scattered educational resources from the practical level, so that the educational elements at different levels and in different fields can break the internal and external barriers, jump out of the small educational pattern of "sweeping the snow in front of the door", and form the large educational pattern of "everyone rowing and driving the boat", adopt the method of multi-party coordination, work together and unite, so as to support each other, strengthen communication, cross integration, walk in the same direction and work together, Build an educational community of "morality and moral education first" and give full play to the effect of joint education.

The importance of moral education for postgraduates and the construction of educational community

In the new era, with the continuous expansion of the scale of graduate enrollment and the increasing social requirements for high-level talents year by year, graduate students are facing multiple pressures such as scientific research and psychology, and graduate moral education is particularly important. At present, there are some practical problems in the daily moral education of postgraduates. There is a phenomenon of poor communication and coordination among various educational management parties, which makes the construction of the educational community of Postgraduates' moral education particularly important.

The era calls for the construction of educational community of Graduate Moral Education

General Secretary Xi delivered an important speech at the National Conference on Ideological and political

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work in Colleges and universities, putting forward the requirements of "three complete education", and "we should adhere to building morality and cultivating people as the central link, run the ideological and political work through the whole process of education and teaching, and realize the whole process and all-round education".

At the same time, with the continuous changes of the world and national conditions, graduate students also have new characteristics in moral cognition and psychological quality, which are characterized by strong ideology and distinctive personalized characteristics. It is more necessary for multiple heterogeneous collaborative subjects to work together around the central task of Building Morality and cultivating people, work together with one heart and one mind, grasp and manage together, cooperate with one mind and make concerted efforts, and form a "centripetal force" of moral education, Build a community of Ideological and political education for postgraduates and truly form a synergistic effect of education.

In a word, it can be said that the times call for the construction of the community of Ideological and political education for postgraduates. Compared with the requirements of "three complete education", the "three complete education" of graduate ideological and political education also contains the triple education requirements of all staff, all directions and the whole process. Therefore, in recent years, more and more studies have shown that collaborative education is the objective need and inevitable requirement for the ideological and political work of colleges and universities to deal with the development of higher education in the new era. Collaborative education is also the objective and inevitable demand of the ideological and political work of Postgraduates in Colleges and universities in the new era.

The concept of nurturer community should be included in the moral education of Postgraduates

In recent years, with the continuous expansion of graduate enrollment, graduate moral education has gradually become one of the components of moral education in Colleges and universities. However, in the work of graduate moral education, due to a variety of complex factors, graduate students, graduate tutors, counselors, teachers, administrators and other relevant educational subjects have not reached a consensus on the educational community to a certain extent. It is mainly manifested in a series of problems, such as inconsistent ideological understanding and unclear responsibility positioning. In particular, some graduate students have weak subject consciousness and do not play their due role in the educational community, resulting in their "Absence" in the special subject role of educating people and morality. In this case, the existing multi-level subjects of Ideological and political education in Colleges and universities often become an "isolated island", while graduate counselors lack a certain discourse right of moral education, lack the main channel of moral education, and are trapped by a large number of routine work, resulting in the insufficient exertion of their real moral education function. Therefore, on the surface, there are multi-level heterogeneous subjects in the ideological and political work of postgraduates, and the team seems to be quite "large", but in essence, it is difficult for all subjects to reach a consensus on the educational community and form an effective joint force, which leads to the mechanized post Boundary Consciousness of "everyone sweeps the snow in front of the door" in some educational subjects, resulting in the phenomenon of insufficient joint force that should not exist in the work of Postgraduates' education.

The construction of educational community of graduate moral education needs to be promoted urgently

In recent years, under the guidance of the opinions of the CPC Central Committee and the State Council on strengthening and improving the ideological and political work in Colleges and Universities under the new situation and the opinions on deepening the reform of Graduate Education (strengthening the first responsible person of tutors), graduate moral education has accumulated rich experience and made great progress. However, due to the expansion of graduate enrollment scale, the diversification of group structure and the complexity of educational environment Due to the multi-level educational subject and other reasons, there are still practical problems to be solved in the ideological and political work of postgraduates. The main body, elements, process and content of graduate moral education still have insufficient and imperfect coordination. At the same time, Graduate counselors have insufficient influence and discourse power on graduate students, while graduate tutors focus on professional guidance, and the assessment of graduate moral education has not attracted enough attention. In addition, other heterogeneous roles in education also lack the concept of educating people and morality to a certain extent. This shows that it is urgent to fully promote the ideological and political community of education. At this stage, there is a certain gap between the phenomenon of ineffective coordination of the roles of multiple educational subjects and the new requirements for ideological and political educators in Colleges and universities in the new era. The work of postgraduate education needs to be transformed into a "common body of education" of exchanging information, working together, joint management and cooperative operation.

How is it possible for the educational community of graduate moral education

By activating the subject consciousness of graduate students, establishing a smooth communication system and promoting the collaborative education mechanism of graduate students, it will form an organic education ecosystem, so that different educational roles in the system have good information communication, harmonious emotional relationship and deep trust and understanding, and it will be possible to realize the educational community of graduate moral education.

Coordination and consistency of educational objectives

To a certain extent, the ideological and political work of Postgraduates depends on whether the various educational elements and educational objectives are coordinated in the process of postgraduate training. In particular, it is worth mentioning that we should attach great importance to the graduate group, which is one of the most noteworthy elements of the educational community. It has duality. It is not only a passive educational object in the general sense, but also a special educational object - a special "educational object" with "subjectivity". It is the main entity of both "passive education" and "active education". Only by fully arousing their subject consciousness and promoting them to actively participate in the construction of educational community, can they organically combine educational objectives and educational effects.

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In addition, the educational community should also give play to the synergistic and joint educational effects of different educational resources.

Therefore, the moral education of Postgraduates in Colleges and universities should give full play to the positive role of different educational elements in the process of talent training, comprehensively mobilize educational resources of all parties, promote the interconnection and cooperation of various educational roles, and build an educational community.

Complementary advantages and disadvantages of educational responsibilities

This paper especially emphasizes that graduate students are one of the important components with unique dual roles in the educational community. Arousing and mobilizing their subjective enthusiasm is particularly important for carrying out moral education. In addition, graduate tutors, Graduate counselors, teachers and administrators are the main elements of the graduate education community. These heterogeneous roles all have the responsibility of the education community.

"Tutors are the first responsible person for postgraduate training". The 33rd meeting of the Academic Degrees Committee of the State Council further emphasized and implemented that tutors are the key force for postgraduate training. Tutors have a deep understanding of graduate students' studies and thoughts, can also understand and master the ideological trend of graduate students at the first time, and have the right to speak in the work of graduate students. It is easier for them to communicate with each other, and it is easier to produce the unexpected "spillover effect" of Ideological and political education. However, graduate tutors shoulder multiple responsibilities such as scientific research, teaching and educating people, and the task of teaching and scientific research is heavy. To a certain extent, the phenomenon of "surplus in academic research and insufficient in moral education" can be understood.

Graduate counselors are in the state of "moral education, insufficient channels and limited influence". In the educational community, Graduate counselors have political missions and job responsibilities. However, a considerable number of graduate counselors are engaged in graduate moral education across borders and lack certain academic influence, resulting in graduate students' disagreement with the identity of counselors. At the same time, graduate students do not need public courses such as situation and policy and employment guidance, which leads to the lack of main channels for graduate counselors to carry out moral education. In real work, the job responsibilities of counselors and graduate tutors are different, and the information interaction between them is insufficient. Counselors are also difficult to understand the specific problems of graduate students in scientific research. Tutors believe that there is no need to communicate with counselors about the new twists and ends of graduate students, so it is easy to miss the best entry point of graduate moral education.

Other administrative personnel in Colleges and universities are also scattered educational resources. They also have their own "responsibility field". However, the current evaluation mechanism focuses on administrative business, so there is also the phenomenon of "surplus management and insufficient education".

If we can integrate the different educational resources of the postgraduate education community, give full play to the complementary advantages, strengthen information communication and work together to educate people, we can establish the postgraduate ideological and political education community.

Graduate tutors have a strong demonstration in the graduate group. The opinions of the CPC Central Committee and the State Council on comprehensively deepening the reform of the construction of teachers in the new era clearly points out the need to comprehensively improve teachers' Ideological and political quality and professional ethics. Therefore, in the new era, the tutor should also become a learner who keeps learning. In particular, he should study and grasp the law of graduate moral education and the law of graduate growth, constantly unify oral and personal education, teaching and education, and carry out education with the times.

In addition, Graduate counselors should also continue to learn, adjust their cognition, understand and dabble in relevant professional knowledge, so as to win the trust and support of graduate students. In addition, Graduate counselors should also study the work law, timely and effectively grasp the "best entry point" and "important key points" of moral education, and give better play to synergy. Other personnel in the education community should also firmly establish the concept of "management service is also education" and integrate high-quality management service in education.

Construction of educational community of Graduate Moral Education

To sum up, the core of the educational community of graduate ideological and political work lies in "concept identification", "method coordination" and "sound system".

Community concept of self-restraint and joint education

Awaken the moral awareness of the special role of the community of joint education. Graduate students are not the educational object in the usual sense, but a new role "generation" process. They are an active educational subject. They need to put forward higher requirements for their inner psychological characteristics, and graduate students need to be independent, self-conscious and active masters of learning. As a special subject with object attribute in education, its initiative is the basis of educational internalization. Therefore, every graduate student is a unique educational subject, and it is particularly important to awaken his sleeping cognitive state of moral education. Only when postgraduates actively cooperate, participate in and experience moral education, can it be more conducive to the lasting effect of Postgraduates' moral education.

Activate the educational concept of the peripheral support system of the educational community. On the basis of arousing the cognition of graduate students' special role in moral education, it is necessary to activate the concept of joint education of community support systems such as graduate tutors, counselors and other administrative personnel. The support system needs to work together, in the same direction and synchronously around the fundamental task of Building Morality and cultivating people, so as to achieve the coordination of educational roles and consistent ideas.

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Only when the external support system of the education community reaches the consensus of the concept of "everyone educates and everything supports", can the joint educational effect of the education community of graduate moral education be brought into play more effectively.

Implement multi-dimensional collaborative education method

The community approach of postgraduate education is not a one-way implementation, but a multi-dimensional coordination. By activating the special community element of graduate students and using the interaction and integration of various resources, we can form the joint force of graduate education community. You can try to start from the following three dimensions.

The guidance of teachers' morality and the conscious coordination of the object. All kinds of heterogeneous roles in the graduate moral education community should strive to become an example for students to set an example and set an example. At the same time, as a special "object of education" with "subjectivity", graduate students should also guide their peers with teachers' ethics, study independently and actively, and realize the collaborative state of consistent goals, actions, guidance and feedback between teachers and students.
Subject incentive and object constraint cooperate. A single educational subject incentive is not enough, but also needs the self-discipline of the graduate group. Only by achieving the synergy between the subject incentive and the graduate self-discipline can we really mobilize the enthusiasm and self-discipline management ability of the object, and awaken and promote the growth of the special object of graduate students.

Online activation cooperates with offline supervision. The times calls for innovation in the working methods of establishing morality and cultivating talents for postgraduates. Postgraduates' moral education workers must have a forward-looking vision, make use of new media, smart learning and work, study big data and skillfully use artificial intelligence to continuously empower moral education, occupy new positions, and achieve the combination of Online and offline education and the collaborative education mode of online and offline. We should not only use new media to carry out work and pay attention to "online dynamics", but also go deep into the graduate group, often carry out "offline supervision", and accurately grasp the ideological dynamics and actual situation of graduate students.

We will improve the community mechanism for joint education

In the work of graduate moral education, it is not enough to only emphasize people's consciousness. We must also establish rigid documents such as corresponding communication and coordination mechanism, collaborative division of labor mechanism and assessment and evaluation mechanism, give full play to the synergy of multiple subjects such as the first responsible person, main responsible person and collaborative responsible person in graduate education, and use the corresponding mechanism to integrate all education resources.
We will improve the mechanism of collaborative education and help tutors take the primary responsibility. To strengthen the moral education of postgraduates, the tutor is the key figure. Therefore, it is necessary to find the focus for the tutor to play the role of the primary responsible person in the education community, which requires giving the tutor a certain voice in the daily education and management of postgraduates.

For example, at the College (Department) level, by regularly or irregularly organizing tutor groups and student work teams to hold student work salons and other activities, strengthen information communication and experience exchange, identify the starting point for tutors to play the primary responsibility, attract tutors to participate in graduate ideological and political education seminars, ensure and strengthen tutors to actively and effectively perform their duties in graduate moral education, and give full play to the "spillover effect" of tutors in moral education.

In addition, the joint management system of tutors and graduate counselors can be established at the level of secretaries and graduate counselors, and the joint management system of tutors and graduate counselors can also be strengthened. Through regular sharing of work experience, communicate graduate students' scientific research and learning, ideological trends, job search and employment, psychological status, etc., and help tutors take the primary responsibility.

Build a communication platform and establish a community linkage working mechanism. Graduate tutors have natural advantages unmatched by other educators. However, due to the lack of communication mechanism between tutors and the support system of peripheral education community, there is information asymmetry in graduate moral education to a certain extent. Therefore, at the College (Department) level, it is necessary to further improve the linkage working mechanism between graduate tutors and other educators, build an online or offline communication and transportation platform, and unblock all kinds of information on graduate education, training and management through the timely communication of graduate tutors or graduate students, so that the personnel of education support team can understand the ideological trend of graduate students at the first time, so as to achieve the main force of tutors and other assistance in education and realize work linkage, Educate people together.

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