

Research on the Practical Path of Realizing "Three-Whole Parenting" by Technical Staff Branches in Colleges and Universities

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Abstract: "Three-pronged education" is the core requirement for the current educational work in universities, and grassroots organizations in universities play an important role in this regard. This study aims to explore the educational practice paths of technical branches in grassroots organizations in the "Three-pronged education" system in university colleges. A certain vocational college was chosen as the research object, and methods such as questionnaire surveys and in-depth interviews were used to conduct in-depth research and analysis on the educational practice of technical branches in grassroots organizations in universities. The research results show that the educational practices of technical branches in universities in the "three-pronged education" system mainly include four aspects: firstly, strengthening ideological and political education to improve students' ideological and moral qualities; secondly, organizing participation in professional technical practices to cultivate students' healthy and progressive lifestyles; thirdly, building an excellent academic atmosphere to create a strong learning atmosphere; fourthly, strengthening guidance in professional technical aspects of employment and entrepreneurship to improve students' professional literacy and technical competitiveness. At the same time, this study also puts forward corresponding suggestions for the educational practices of organizations in university departments in the "three-pronged education" system, including strengthening the construction of organizations themselves and improving the level of educational practices; innovating educational methods and expanding educational channels; strengthening the evaluation of educational effectiveness and continuously improving educational work, etc.

1. Introduction

The work of student education in higher education institutions is an important component and mission of higher education. "Three-pronged education" is the core requirement for the current student education work in universities, which aims to comprehensively develop students' intellectual, physical, aesthetic, and labor abilities, and improve their overall quality and development level. At the same time, the technical branches in academic auxiliary units in universities, such as the Information Center Branch and the Library Branch, play an important role

in student education work. This study takes a certain vocational college as the research object, using the Information Center Branch as an example. Through methods like questionnaire surveys and in-depth interviews, it explores the educational practice paths of technical branches in universities within the "three-pronged education" system. The goal is to provide feasible suggestions and effective paths for the student education work of grassroots organizations in universities, promote the construction of the "three-pronged education" system in universities, and improve the quality and level of student education in higher education institutions.

2. Introduction to the Background

2.1. Background and current status of the transformation of the university education system

The university student education system refers to the comprehensive cultivation system that universities implement for students, which includes aspects such as knowledge education, moral education, skill education, and innovation education. The transformation background of the university student education system mainly includes the following aspects:

(1) Increasing demands from society for the quality of university student education. With the rapid development of China's economy and society, as well as the continuous expansion of higher education, society's demands for the quality of university student education are constantly increasing. The traditional education model that focuses on knowledge imparting can no longer meet the needs of the times.

(2) Higher goals for university student education. The goals of university student education have shifted from a singular focus on knowledge imparting to the comprehensive cultivation of students' various abilities, aiming to improve their overall quality and development level. "Three-pronged education" is the core requirement for the current university student education work, which means comprehensive cultivation of students' intellectual, physical, aesthetic, and labor abilities.

(3) Continuous exploration and innovation in university student education. University student education has become one of the important directions for higher education reform. The university student education system continuously explores and innovates, emphasizing the cultivation of students' innovative spirit and practical abilities, implementing diversified education models, and focusing on personalized education and services to better meet students' individual needs [1].

2.2. The Role and Importance of Technical Staff Branches in Higher Education in Educating People

(1) Strengthening ideological and political education

The technical faculty branch of colleges and universities is an important part of ideological and political education in colleges and universities, which strengthens the ideological and political education of students, cultivates their patriotism, collectivism and socialism, and improves their ideological and moral qualities by organizing ideological and political education, thematic day activities, members' demonstration classes, and listening to the branch's organization and study, and so on.

(2) Organizing participation in specialized technical practices

University technical branches utilize their technical advantages and professional characteristics to organize and guide students' participation in specialized technical practices. This includes participating in professional technical competitions, engaging in technical projects in companies, and participating in volunteer services related to professional technology. By cultivating students' healthy and progressive learning methods, their technical proficiency and professional competence are enhanced. The promotion of physical and mental health and professional technical abilities

mutually reinforce each other, forming positive habits of learning and life, thereby improving students' overall quality.

(3) Building an excellent academic atmosphere

University technical branches organize activities such as propaganda, education, and academic culture construction to guide students in establishing correct attitudes and values towards learning. They aim to create an excellent academic atmosphere and campus culture, fostering a strong learning atmosphere and enhancing students' learning abilities and comprehensive qualities.

(4) Strengthening guidance in professional and technical aspects of employment and entrepreneurship

University technical branches provide guidance in professional and technical aspects during activities related to employment, entrepreneurship, and career planning. They help students enhance their professional literacy and employability, guide them in forming correct employment perspectives, and provide support in their professional development involving technical skills.

3. The Theoretical Framework of the "Three-pronged Education" System

3.1. Concept, connotation and theoretical framework of the "three-pronged education" system

(1) Concept

The "three-whole-parenting" system refers to a system of educational concepts and practices centered on comprehensive development, whole-person training and whole-process management. It emphasizes that in the process of education, attention should be paid not only to the cultivation of students' subject knowledge and professional abilities, but also to the comprehensive development of their personalities, comprehensive qualities and social abilities. Specifically, holistic development refers to cultivating students' all-round development in knowledge, skills, abilities and attitudes, expanding students' knowledge, improving their comprehensive quality and ability level, and focusing on cultivating students' innovative spirit and practical ability. Whole-person development, on the other hand, emphasizes the cultivation of students' all-round development, including all aspects of intellectual education, moral education, physical education, aesthetic education and labor education. It aims to cultivate students' sound personality, enhance their sense of social responsibility, and improve their comprehensive quality and ability level. Whole-process management, on the other hand, refers to the comprehensive management and effective monitoring of the process of educating people. It covers all aspects of the planning, implementation and evaluation of the teaching and learning process, aiming to ensure the effectiveness and sustainability of the parenting practice, improve the scientific and standardized nature of the parenting work, and enhance the operability and manageability of the parenting work. The "Three-Whole Parenting" system aims to build a comprehensive parenting model, promote the overall development and future development of students through the organic combination of comprehensive development, whole-person training and whole-process management, and cultivate high-quality talents with innovative spirit and practical ability [2].

(2) Connotation

Intellectual education: The educational institution aims to cultivate students' subject knowledge and basic qualities, while enhancing their comprehensive analysis, judgment, and problem-solving abilities. This education is carried out by the school or educational organization, along with the teachers and educators within it.

Physical education: The educational institution focuses on developing students' physical fitness and promoting health consciousness. The goal is to enhance students' physical strength and endurance, as well as foster qualities such as willpower and teamwork spirit. Physical education

instructors, coaches, and trainers are responsible for implementing this aspect of education.

Aesthetic education: The educational institution aims to nurture students' aesthetic abilities and cultural literacy. It strives to improve students' skills in artistic appreciation, creativity, and performance, while also enhancing their cultural confidence and global perspective. Art teachers and cultural educators play a crucial role in delivering this education.

Labor education: The educational institution seeks to cultivate students' practical skills and vocational competence. It aims to enhance students' social adaptability and employability while guiding them to establish proper professional ethics and values. Vocational instructors, career counselors, and industry professionals assist in the execution of this aspect of education [3].

(3) Theoretical framework

Comprehensive principle: The educational institution emphasizes the comprehensive development of students' various abilities, aiming to achieve holistic development in knowledge, skills, qualities, and character.

Individualized principle: The educational institution focuses on personalized education and services to meet the individual needs of students.

Practical principle: The educational institution places importance on cultivating practical skills to enhance students' social adaptability and innovation capabilities.

Systematic principle: The educational institution establishes a systematic educational system to promote the coordinated advancement of educational goals.

Assessment principle: The educational institution emphasizes the evaluation and feedback of educational outcomes, continuously optimizing educational work, and improving the quality of education.

3.2. The guiding role of the "three-whole-parenting" system in nurturing people in colleges and universities

(1) Guiding the formulation and realization of the goals of human education in colleges and universities

The "three-pronged education" system emphasizes the comprehensive cultivation of students' intellectual, physical, aesthetic and labor abilities, providing clear guidance for the formulation and realization of education goals in colleges and universities. Colleges and universities can formulate corresponding education goals and plans according to the requirements of the "Three All-round Education" system, focusing on comprehensively cultivating students' abilities in all aspects and improving their comprehensive quality and competitiveness.

(2) Promoting innovation and practice in the mode of education in colleges and universities

The "three-pronged education" system emphasizes diversified education modes and personalized education services, encourages colleges and universities to innovate their education modes, focuses on cultivating students' innovative spirit and practical ability, and improves students' vocational literacy and competitiveness in employment. Under the guidance of the "three-pronged" system, colleges and universities can carry out a variety of parenting activities to enrich the content and methods of parenting and improve the quality and effectiveness of parenting.

(3) Strengthening the assessment and monitoring of the quality of university education

The "three-pronged education" system emphasizes the evaluation and feedback of the effects of education, and promotes the continuous improvement of the quality of education in colleges and universities. Colleges and universities can identify problems and deficiencies through the evaluation of all aspects of the "three-pronged human-rearing" system, strengthen supervision and management, and improve the scientific and effective nature of human-rearing work [4].

(4) Enhancing the social influence of university education work

The "three-pronged education" system emphasizes the comprehensive cultivation of students' abilities in all aspects, and aims to improve students' comprehensive quality and competitiveness, with a strong social influence. Colleges and universities can make greater contributions to social development and progress by actively promoting the implementation of the "three-pronged education" system and improving the comprehensive quality and competitiveness of students.

4. Nurturing Practices of Technical Staff Branches in the "Three-Whole Nurturing" System of Colleges and Universities

4.1. Exploring the nurturing practices of technical staff branches in ideological and political education, academic research and social practice in colleges and universities

(1) In terms of the education and practice in ideological and political aspects

Strengthening ideological and political education to enhance students' ideological and political qualities. organizations within colleges and departments organize various forms of ideological and political education activities, such as education, theoretical learning, and commemorative events. These activities aim to guide students in establishing correct worldviews, perspectives on life, and values, thereby enhancing their ideological and political qualities and moral cultivation.

Organizing student participation in social practices to strengthen their sense of social responsibility and commitment. organizations within colleges and departments organize diverse forms of social practice activities, such as summer social practices, volunteering, etc. These activities guide students to immerse themselves in society, get involved at the grassroots level, understand society, and serve society. This helps to enhance students' sense of social responsibility and commitment.

(2) Academic and research practices in education

Guiding students to actively participate in scientific research to enhance their scientific literacy and proficiency in innovative techniques. By organizing students' participation in activities related to scientific and technological innovation, such as innovation and entrepreneurship competitions, scientific forums, etc., students are encouraged to actively engage in scientific research and improve their scientific literacy and innovation capabilities.

Promoting discipline construction to enhance students' professional competence and research abilities. Through organizing discipline-related activities such as academic forums, lectures, etc., efforts are made to promote discipline construction and improve students' professional technical competence and scientific research abilities.

(3) Practices in social engagement for education

Organizing students to engage in professional and technically relevant voluntary services to enhance their sense of social responsibility and commitment. By organizing voluntary service activities that require specific professional and technical skills, such as community service and youth volunteering, students are guided to immerse themselves in the community and serve it. This helps to enhance their sense of social responsibility and commitment, while also strengthening their professional and technical social engagement.

Organizing students to participate in practical exercises to enhance their practical abilities and professional ethics. Through activities such as summer internships and corporate placements, students are guided to engage in practical exercises, develop their practical skills, and enhance their professional and technical competence.

4.2. Analyzing the Strengths and Shortcomings of Technical Staff Branches of Universities in Nurturing Practices

(1) Advantages:

1) Abundant technical resources

The technical faculty branch of grassroots organizations in universities is an integral part of educational work, with well-established organizational structures and abundant educational resources. As one of the contributors to educational work in universities, the technical faculty branch possesses resources and capabilities that provide support from various aspects, such as ideological and political, academic research, professional skills, and social enterprises. They can provide comprehensive and multi-level educational services to students, supporting their all-round development.

2) Clear educational goals

The technical faculty branch in universities adheres to the educational philosophy of "holistic education" and "comprehensive development of morality, intelligence, physique, aesthetics, and labor." It emphasizes both the professional aptitude and the overall development of students. Moreover, there are clear educational goals, which are to cultivate high-quality talents who possess both moral integrity and technical innovative spirit, as well as professional practical abilities. These formulated educational ideas and goals provide clear guidance and direction for the technical faculty branches in universities in their educational practices.

3) Diverse educational methods

The educational contents and methods of the technical faculty branches in universities are comprehensive and diverse. In terms of ideological and political education, the organizations of university departments guide students to establish correct worldviews, life philosophies, and values through a variety of educational activities, such as character education, theoretical learning, commemorative events, and more. This improves students' ideological and political qualities and moral cultivation. In terms of academic and research practices, students are guided to actively participate in scientific research to enhance their scientific literacy and proficiency in innovative skills. By organizing activities such as innovation and entrepreneurship competitions, scientific forums, etc., students are encouraged to actively engage in scientific and technological research, improving their scientific literacy and innovation capabilities. In terms of social engagement, students are organized to participate in voluntary services related to their professional skills, enhancing their sense of social responsibility and commitment. For example, they engage in community service, youth volunteering, etc., immersing themselves in the community and serving it. This not only enhances their sense of social responsibility and commitment but also strengthens their social engagement with professional and technical skills [5].

4) Remarkable educational outcomes and significant social influence

The technical faculty branches in universities have achieved significant educational outcomes and have a great social influence. Through years of educational practice, these branches have nurtured a considerable number of high-quality talents who possess both moral integrity and innovative and practical abilities, making important contributions to social development and progress. Moreover, the technical faculty branches have established a good reputation and influence in society, becoming one of the important brands in educational work in universities.

(2) Shortcomings:

1) Lack of diversity in content

In educational practices, grassroots organizations such as the technical faculty branches in universities sometimes suffer from a monotonous educational content. For example, in terms of academic and research practices, there may be an overemphasis on theoretical learning and

scientific research, neglecting the cultivation of students' practical skills and professional ethics. The monotonous educational content fails to meet the needs of students' comprehensive development and can also impact the effectiveness of educational practices by the technical faculty branches.

2) Lack of diversity in methods

In educational practices, the technical faculty branches in universities may also exhibit a monotonous approach to education. For instance, in terms of ideological and political education, there may be a reliance on traditional forms such as lectures and presentations, neglecting more interactive and participatory methods. In terms of social engagement, the focus may solely be on voluntary services, overlooking the cultivation of students' practical and professional skills. These one-sided educational methods fail to stimulate students' motivation and creativity, thus affecting the effectiveness of educational practices.

3) Insufficient emphasis

Sometimes, the technical faculty branches in universities may not give sufficient importance to educational practices. In some universities, the educational work organized by the technical faculty branches may not be prioritized, being considered a secondary task with insufficient attention and investment. In such cases, the technical faculty branches fail to fully unleash the potential of educational practices.

4) Lack of precision

In educational practices conducted by the technical faculty branches of grassroots organizations in universities, there may be a lack of precision in the implementation of activities. For example, educational practice activities may lack specificity and personalization, failing to effectively meet the diverse needs and characteristics of students. In such cases, students may perceive the activities to be less attractive and engaging, which could affect the effectiveness of educational practices.

5. Exploration of the Practical Path of Parenting in the Technical Staff Branches of the Organizations at the Basic Level in Colleges and Universities

5.1. Comprehensive development

The comprehensive development approach of the technical faculty branches within grassroots organizations in universities focuses on providing various forms of extracurricular activities, technical competitions, and practical projects to students. This approach helps students fully explore their potential and strengths while enhancing their overall qualities and skills. The advantage of this approach lies in expanding students' knowledge and fostering their innovative spirit and technical capabilities. Additionally, it helps students expand their social circles and promotes communication and cooperation among them.

However, there are also shortcomings in this comprehensive development approach. Firstly, due to differences in students' interests and talents, their levels of interest and enthusiasm in participating in extracurricular activities, technical competitions, and practical projects may vary. Therefore, it is necessary to develop differentiated educational plans and programs based on students' needs and characteristics to promote their comprehensive development. Secondly, some students may experience a negative impact on their academic performance due to excessive participation in extracurricular activities. To ensure optimal balance, management and guidance measures should be strengthened to maintain students' learning and development in a healthy state.

5.2. Holistic cultivation

The holistic cultivation approach of the technical faculty branches within grassroots

organizations in universities focuses on diverse and enriching educational activities in areas such as ideological and political education, academic research, and social engagement. These activities aim to guide students in establishing correct views on life and values while improving their ideological and political qualities, scientific literacy, and practical abilities. The advantage of this approach lies in promoting students' overall development, enhancing their comprehensive qualities and skills, and fostering well-rounded capabilities. Moreover, it strengthens students' sense of social responsibility and innovative spirit.

However, there are also shortcomings in this holistic cultivation approach. Firstly, due to individual differences among students, their demands and levels of interest may vary in ideological and political education, academic research, and social engagement. Therefore, the technical faculty branches within grassroots organizations in universities need to tailor educational plans and programs to individual students' needs and characteristics, ensuring the relevance and effectiveness of educational activities. Secondly, some students may prioritize areas such as ideological and political education, academic research, and social engagement to the extent that it neglects their practical learning and overall development. To address this, guidance and management measures should be strengthened to ensure students' comprehensive development and future growth.

5.3. Full-process management

The full-process management approach of the technical faculty branches within grassroots organizations in universities focuses on developing comprehensive and scientific educational plans, establishing sound management systems, strengthening supervision and evaluation of educational practices, and making timely adjustments and improvements to ensure the effectiveness and sustainability of these practices. The advantage of this approach lies in ensuring the effectiveness and sustainability of educational practices, enhancing the scientific and standardized nature of educational work, and improving the operational and managerial capabilities of the organization. Additionally, the full-process management approach promotes self-construction of the technical faculty branches within grassroots organizations in universities and improves their own management and operational abilities.

However, there are also shortcomings in this full-process management approach. Firstly, due to the complexity and diversity of educational management, there is a need to enhance the professionalism and practicality of educational management, improving the level and capacity of educational management. Secondly, educational management needs to adapt to different student groups and educational goals. The technical faculty branches within grassroots organizations in universities need to develop differentiated educational plans and programs according to different situations and needs, ensuring the relevance and effectiveness of educational work.

6. Conclusion

In general, the educational practice paths of the technical faculty branches within grassroots organizations in universities in the "comprehensive education" system mainly include comprehensive development, holistic cultivation, and full-process management. These paths play a significant role in the comprehensive development and future growth of students. The comprehensive development path can expand students' knowledge, improve their comprehensive qualities and skills, and cultivate their innovative spirit and practical abilities. The holistic cultivation path can help students achieve comprehensive development, enhance their comprehensive qualities and skills, and strengthen their sense of social responsibility and innovative spirit. The full-process management path ensures the effectiveness and sustainability of educational practices, enhances the scientific and standardized nature of educational work, and improves its

operational and managerial capabilities.

In terms of insights and suggestions for university education, firstly, the technical faculty branches within grassroots organizations should strengthen personalized cultivation of students. It is important to develop differentiated educational plans and programs based on students' characteristics and needs to increase the relevance and effectiveness of educational work. Secondly, there is a need to enhance the professionalism and practicality of educational management, improving its level and capacity to ensure the scientific and standardized nature of educational practices. Furthermore, it is important to focus on the effectiveness of educational work, paying attention to students' learning and development, and ensuring that educational practices truly promote their comprehensive development and future growth. Finally, the technical faculty branches within grassroots organizations in universities need to continuously improve and refine their educational work, pushing it towards a more scientific, standardized, and effective direction. Only by doing so can we better provide support for students' comprehensive development and future growth and make greater contributions to the development of university education.

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