

The Theoretical Connotation and Practical Path of Three-Wide Education in Colleges and Universities in the New Era

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Abstract: "Three-wide Education" in colleges and universities reflects the internal requirements of fostering virtue through education, conforms to the development trend of talent training, and conforms to the development rule of ideological and political work. It is necessary to carry out the fundamental task of cultivating morality and cultivating people, improve the quality of ideological and political work and reflect on the reality of ideological and political work. However, in some colleges and universities, there are some phenomena, such as the lack of integrated strength of full personnel education, lack of organic linkage of the whole process of education, and poor effective integration of all-round education. In this paper, according to the requirements of the Party and the country for ideological and political work, relevant theoretical research literature and practical development, in-depth explanation of the theoretical connotation of "Three-wide Education", on this basis, explain its internal logic, discuss its theoretical basis, explore its practical problems, and put forward its practical path, to provide better theoretical guidance for the ideological and political work and make ideological and political work more effective.

Keywords: New era, Ideological and political work, Three-wide Education, Practice path.

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"Three-wide Education" is a significant component of ideological and political education in colleges and universities. It refers to the education of the whole staff, whole process, and all-round development. This proposition is a response to the need of cultivating socialist builders and successors, and it is one of the essential concepts of higher education in the new era, which has been extensively promoted by the Party and the country. This paper aims to explore the theoretical connotation of "Three-wide Education" in colleges and universities, examine its internal logic, discuss its theoretical basis, and analyze its significance.

I. THE THEORETICAL CONNOTATION OF "THREE-WIDE EDUCATION" IN COLLEGES AND UNIVERSITIES

"Three-wide Education" is a fundamental discourse of higher education in the new era, aiming to promote education development under the fundamental task of fostering virtuous individuals. It is a critical task toward comprehensive higher education reform of different types and levels. The concept of "Three-wide Education" reflects the inner requirements of virtue ethics education, aligns with the trend of talent development, and follows the ideology and political development rules. Therefore, it is crucial to understand the core elements and key issues of "Three-wide Education" to enhance the quality of personnel training, promote the comprehensive reform of higher education, and run universities with Chinese characteristics successfully.

1.1 Reflect the internal requirements of higher education to foster virtue through education

"Three-wide Education" reflects the internal requirements of fostering virtue through education, which is the fundamental task of higher education. This idea has been summarized into "Nine Principles" by the National Education Congress, and it emphasizes the need to place moral cultivation in the central link of education and teaching. To achieve "Three-wide Education" it's important to integrate moral cultivation into all aspects of education, including ideological and moral education, cultural and knowledge education and social practice education. It should be applied to all fields of education, from basic education to vocational education and higher education, and should form a sustainable education mechanism.

Whole staff education, whole process education, and all-round education are the key aspects of "Three-wide Education". Whole staff education means that all staff in universities should take the responsibility of cultivating morality and people. Whole process education refers to the complete learning process of students, and includes all aspects of education and teaching, while all-round education means focusing on the fundamental task of promoting morality and cultivating people from multiple dimensions. In general, whole-staff education is a foundation and organizational guarantee for whole-process education and all-round education. The three aspects are interrelated and inseparable, forming an educational whole with moral education as the center.

1.2 Conform to the development trend of higher education talent training

In the new era and new situation, education is facing new and higher requirements for learning and all-round human development. The fourth Industrial revolution is transforming the landscape of higher education, the structure of talent demand, and the model of future learning. As a result, the concept of talent training in colleges and universities now emphasizes all-round development and lifelong learning. "Three-wide Education" conforms to the historical change of personnel training in colleges and universities and points out the development direction of higher education. On the one hand, "Three-wide Education" aims to cultivate new individuals with sound personalities and all-round quality. It does this by prioritizing moral cultivation and establishing it as the core task and fundamental standard of talent cultivation. On the other hand, "Three-wide Education" aims to build a talent training system that spans time and space, all fields, and all elements. Future-oriented talent training emphasizes multi-dimensional openness, resource sharing, and strength integration. It breaks through the knowledge logic based on discipline and the power logic based on departments as the carrier of college talent training, opens an interdisciplinary and cross-department talent training road, and ultimately establishes a three-dimensional education system that covers all fields, including in-class and extra-class, in-school and off-campus, online and offline and integrates all elements.

1.3 Fit the development rule of ideological and political work in colleges and universities

General Secretary Xi Jinping has emphasized the vital role of ideological and political work in colleges and universities, stating that it is the lifeline of school work. In order to meet the demands of the times and the changing situation, it is important for colleges and universities to constantly innovate their ideologies, methods, and means according to the changes of the environment and conditions. One crucial aspect of this is to highlight the importance of education based on firm political awareness and political responsibility.

The principle of "Three-wide Education" serves as a fundamental guide for the ideological and political work in colleges and universities. It deepens the understanding of the essential orientation of the ideological and political work in colleges and universities, points out the direction of "educating people in an all-round way," and highlights the overall importance and priority of "educating people". It has enriched the value goals of ideological and political work in colleges and universities, opened up the internal relationship between ideological and political quality and personal knowledge growth and moral cultivation, and paid more attention to the mutual integration of "all-round social progress" and "all-round human development".

Additionally, the principle of "Three-wide Education" has enhanced the systematization of ideological and political work in colleges and universities, promoted the deep integration of ideological and political work with education and teaching, and explored an integrated education system with full participation, full penetration, and all-round coordination. Therefore, following the principle of "Three-wide Education" will enable colleges and universities to fit the development rule of ideological and political work and effectively educate the new generation who are worthy of the great responsibility of national rejuvenation.

II. THE PRACTICAL PROBLEMS OF "THREE-WIDE EDUCATION" IN COLLEGES AND UNIVERSITIES

2.1 Lack of integrated strength of full-staff education

Firstly, some teachers tend to focus on their teaching and research responsibilities, neglecting the process of student education, while some universities fail to implement their responsibilities fully. Secondly, some universities struggle to reach a consensus on collaborative education efforts. Additionally, administrative personnel and logistic support staff also have the task of education, but they may lack the understanding and implementation of their education responsibilities, reducing the effectiveness of collaborative education efforts. This lack of integration among staff members can reduce the effectiveness of "Three-wide Education" and prevent the required resultant force from all staff education.

2.2 There is not enough organic linkage in the whole process of education

In terms of the whole process of education, some colleges and universities do not have a teaching model suitable for different stages of student development needs and cognitive rules, resulting in an unbalanced effect

of education. Additionally, some universities have different levels of ideological and political education for different grades, which cannot form a systematic and integral ecosystem for the whole four years of college.

2.3 The effective integration of all-round education is poor

Regarding the integration of all-round education, the integration and docking of educational resources in some universities' ideological and political education are not accurate enough, so the ideological and political education is not smooth enough in internal and external space. The division of labor among functional departments and the lack of channels and platforms for rapid communication and exchange among the family, school, and society affect the open use of off-campus education resources and cannot start the family, school, and society collaborative education mechanism.

III. THE BASIC PRINCIPLE OF "THREE-WIDE EDUCATION" IN COLLEGES AND UNIVERSITIES

As a comprehensive reform task, "Three-wide Education" has its internal logic system and times connotation. Since carrying out the pilot comprehensive reform of "Three-wide Education", taking a comprehensive view of the exploration and practice of colleges and universities, to truly implement the "Three-wide Education", colleges and universities need to firmly grasp the core elements of the concept of "Three-wide Education", make efforts in five aspects, and form a talent training pattern of "Three-wide Education".

3.1 "Three-wide Education" should realize the deep integration of ideological and political education and knowledge education

The reform of "Three-wide Education" in colleges and universities should recognize that Chinese socialist education combines knowledge system education with ideological and political education. The two types of education should complement each other, and quasi-ideological and political education and knowledge education should form a touch point for the integration of educational resources. This would create an organic link between "knowledge imparting" and "value leading." To achieve this, colleges and universities should use ideological and political education resources in professional education, promote ideological and political construction in all courses, and enhance the educational function of each subject, thereby integrating knowledge system education with ideological and political education.

3.2 The "Three-wide Education" should realize the effective integration of various forces and resources

Colleges and universities today face a complex and dynamic education landscape that presents a "more abundant education resources, more diversified education elements, more complicated education process, and greatly expanded education space" [3]. Against this backdrop, comprehensive reform in "Three-wide Education" is no easy task, involving all aspects of education. To best serve students, colleges and universities must consolidate all education resources and talent across all facets of the institution, from school management to the education and teaching process. By doing so, schools can create a more dynamic education network that interconnects resources and provides students with a top-notch education that helps them improve their quality and achieve their goals.

3.3 "Three-wide Education" should focus on the comprehensive development of students' "five education"

General Secretary Xi Jinping has called for the development of an education system that cultivates morality, intelligence, physical fitness, aesthetics, and labor, creating a higher level of talent training. The "Three-wide Education" aims to cultivate well-rounded builders and successors of socialism. To accomplish this, colleges and universities should focus on the holistic development of their students by implementing the "Five Education" in a meaningful and targeted way. By following the growth of its students, colleges can provide education and guidance that fits the physical and mental development of students during different learning stages. It is important to optimize the college personnel training system and establish a talent training advantage that aligns with the school's unique characteristics.

3.4 "Three-wide Education" should activate the education function of teachers

The success of promoting "Three-wide Education" in colleges and universities hinges on the development of education consciousness among teachers, who are tasked with shaping the minds and futures of young students. General Secretary Xi Jinping has emphasized the importance of teacher ethics and the unity of teaching and education, calling on educators to guide students through example. As such, colleges and universities should prioritize enhancing the quality and capabilities of their faculties, promoting a culture of evaluation, career development, and joint education among educators. By cultivating strong, authoritative voices among faculty,

colleges and universities can instill a deep theoretical foundation, rich professional reserve, and solid professional skills within their students.

3.5 "Three-wide Education" should form a closed loop of talent training quality evaluation

The effectiveness of the "Three-wide Education" work in colleges and universities hinges on an accurate evaluation mechanism. Specifically, colleges and universities should identify the combination of ideological and political work and students' growth and development needs, and evaluate their work based on talent training quality and level. An index system that embraces the educational goals of ideological and political guidance, quality improvement, and ability development should be integrated into the quality management system, consisting of the three dimensions of school, teachers, and students. An internal quality assurance system should also be implemented to form a closed loop of talent training quality evaluation. It is of great significance for colleges and universities to adopt an objective approach in understanding the phenomenon and law of "Three-wide Education" and the all-round development of college students.

IV. THE PRACTICE PATH OF "THREE-WIDE EDUCATION" IN COLLEGES AND UNIVERSITIES

"Three-wide Education" is considered a comprehensive reform strategy in higher education, and it addresses the major concerns in the development of students and personality cultivation, as well as the needs of society and the country in the era of change. However, there are challenges that need to be resolved for effective implementation of this strategy. These challenges include the preference for wisdom over morality, lack of integration and coordination in the education governance system, and separation of knowledge education and value education in colleges and universities, among others. Therefore, to effectively promote "Three-wide Education" in colleges and universities, there is a need to identify bottlenecks and obstacles in current education, understand the underlying problems, focus on the key elements, and promote coordinated reform.

4.1 Strengthen the guidance of the Party's educational policy in the new era

Combining education with productive labor and promoting the comprehensive and harmonious development of human intelligence and physical strength is an important principle of Marxist educational policy. However, the higher education system has long neglected physical education, aesthetic education, and labor education. This has resulted in deficiencies in talent training that show in varying degrees in students' physical, mental, aesthetic, and social practice. This has led to a lack of self-discipline in the integrated worldview of human concepts, social consciousness, life responsibility, natural law, and other aspects. To cultivate people with all-round development of morality, intelligence, physical fitness, the United States, and labor, colleges and universities must build a broad and open educational pattern, incorporating labor education, aesthetic education, and various social education, including life education, health education, civic education and safety education, into the higher education system. We must effectively promote the integration of general education and professional education, and establish a higher education system that is compatible with the development of modern society, serves lifelong learning, and promotes the healthy development of the whole people. By doing so, education can show its real value and become a solid support for building a community with a shared future for mankind, promoting national rejuvenation, and realizing national prosperity in the big era.

4.2 Strengthen the overall promotion of the reform of the governance system of colleges and universities

Strengthening the overall promotion of the whole-staff, whole-process, and all-round education system is critical to the innovation and development of the education mechanism, method, and model of colleges and universities, with the fundamental standard of cultivating virtues and talents. Therefore, it is essential to integrate the resource elements of universities into the strategic adjustment and innovative reform of the governance system. This requires breaking down the long-standing obstacles to reform within universities. Under the leadership of the Party, colleges and universities should establish a co-governance environment between the government and society, with colleges and universities serving as the main responsibility bearers for promoting the reform of the governance system. To achieve this, they should focus on key elements such as talent team, education mode, scientific research system, and evaluation methods, and break down the "separation" of different aspects of school management. By integrating educational resources across fields and links, transforming the spirit and culture of cultivating virtues into educational resources and actions, and orienting policies, resources, and evaluations towards the educational effect of cultivating talents, colleges and universities can establish a sound system and mechanism for educating all personnel in the entire process and all aspects. This will not only ensure the smooth progress of the comprehensive reform practice of "Three-wide Education", but also contribute to the innovation of school concepts, system optimization, and quality improvement, which is significant for promoting the modernization of higher education.

4.3 Promote the integrated development of values education and knowledge education

Promoting the integrated development of values education and knowledge education is essential in the promotion of "Three-wide Education" in colleges and universities. Universities play a unique role in both the knowledge community and the moral education community, and it is necessary to construct and enhance the organic coupling of moral education and intellectual education. Values education should be truly integrated into the knowledge education system through various approaches, including curriculum education. Developing high-quality "golden courses" is key to the reform and innovation of ideological and political education and the construction of first-class universities. The integration of values education and knowledge education requires teachers to be knowledgeable about not only the subject matter but also human culture and science. In designing the education and teaching process, teachers should establish curriculum standards or guidance for each course from the multi-dimensional direction of cultivating students' concepts, thinking, ability, and quality, and carefully choose materials that embody the correct concept system of world outlook, values, and methodology. Classroom teaching, scientific research projects, practical activities, community organizations can all play a role in condensing the practice carrier according to the educational objectives, leading the results of education, and realizing the common value of knowledge and thought.

V. CONCLUSION

In summary, the implementation of "Three-wide Education" in colleges and universities is both necessary and beneficial for the integration and collaborative innovation of ideological and political work and the development of higher education. To achieve this, colleges and universities should prioritize moral cultivation, integrating moral, cultural, social, and ideological education into every aspect of education and teaching. This includes establishing a long-term mechanism for education through teaching, scientific research, management, service, culture, and organization. The goal is to nurture a new generation of young people who are well-prepared to join the socialist cause, with a well-rounded education that emphasizes moral, intellectual, physical, and aesthetic development. A deep understanding of the theoretical and practical aspects and an effective implementation of the "Three-wide Education" work will go a long way in achieving these goals.

CONFLICT OF INTEREST

There is no conflict to disclose.

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