

Research on the Work of Home-School Collaborative Education from the Perspective of Ideological and Political Education in Colleges and Universities

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ABSTRACT

This article elaborates on the value and theoretical development of collaborative education between families and schools from the perspective of ideological and political education in colleges and universities, analyzes the difficulties currently faced by collaborative education between families and schools, and explores ways to promote the work of collaborative education between families and schools and implement the fundamental task of fostering virtue through people by reaching a consensus on the idea of collaborative education between families and schools and sharing responsibilities, improving the trust mechanism of multiple subjects in collaborative education between families and schools, and building a communication platform for multiple subjects in collaborative education between families and schools.

KEYWORDS

Ideological and Political Education; Family-School Collaboration; Family Education

The report to the 20th National Congress of the Communist Party of China clearly states that we should run education to the satisfaction of the people, fully implement the Party's education policy, fulfill the fundamental task of fostering virtue through education, cultivate socialist builders and successors who are well-rounded in terms of moral, intellectual, physical, aesthetic, and labor education, accelerate the development of a high-quality education system, promote well-rounded education, and advance educational equity. The Ministry of Education and 13 other departments jointly issued relevant Opinions, stating that improving this collaborative education mechanism is an important decision and deployment related to students' development and the nation's future. It has a profound impact on the all-round development and the improvement of the quality of life of students, and is also related to the progress of the country and the long-term prosperity of society.

1 The Value and Theoretical Development of Home-School Collaborative Education from the Perspective of Ideological and Political Education in Colleges and Universities

1.1 The Value of Home-School Collaborative Education

1.1.1 Academic Value

The "Guiding Outline for Reforming and Innovating the Five-in-One Comprehensive Quality Talent Cultivation System of Morality, Intelligence, Physical Fitness, Aesthetics, and Labor in

Universities" issued by the Central Committee and the State Council further clarifies the principles of adhering to the teaching mode of full participation and the seamless coverage of instruction. Therefore, constructing a joint effort by "schools-families" to jointly promote the growth of students has become an important topic in the current era background - that is, how to enhance the overall effect by integrating various resources is the key. This kind of cooperation is called "cooperation education" or "collaborative learning". It refers to a theoretical model in which external factors such as the community intervene in the educational and teaching processes of schools to form a new type of relationship network, which in turn affects the operation of the entire system and the results it produces.

In recent years, the "Cooperative Theory" has gradually permeated into the scientific research practices in various fields, including but not limited to: Social Sciences and Political Science, etc. It is especially necessary and urgent for the moral ethics in universities.

1.1.2 Practical Value

The 20th National Congress of the Communist Party of China calls for enhancing the school-family-society education mechanism. Family-university collaboration focuses on students' personal growth, employment and entrepreneurship, pooling forces to optimize talent cultivation, aiming to foster diverse talents with good physiques, comprehensive capabilities, solid knowledge and practical skills to meet social needs. For college students, the family is the first classroom, crucial for value formation, moral shaping and behavior habit development. College ideological and political education combines the "Three-Wide Education" concept (by all, throughout, in all aspects) with teaching and management. It's an essential requirement for deepening education reform and fulfilling the task of moral education to build a long-term effective mechanism integrating college ideological and political education with "Three-Wide Education".

1.2 Theoretical Research on the Collaborative Education of Families and Schools

1.2.1 Overseas Theoretical Research

Marx and Engels advocated a social collaborative concept for individual all-round growth. In 1971, Haken's "Synergetics" emphasized "achieving order through collaboration". In 1984, Sukhomlinsky discussed school-group-family joint participation in communist education. Since the 1950s, Kairov's three-element theory explained collaborative education. The US community-school cooperative education has a long history.

Since the late 1980s, the US has promoted the FTC model and elaborated on role responsibilities. The government has coordinated non-profits and institutions for practical and theoretical progress. Research on family-school-community cooperation in Germany, South Korea and Japan is complete with good practical results.

1.2.2 Domestic Theoretical Research

In China's educational concepts, the "principle of collaborative progress" is applied in humanities and sociology, especially in moral and ethical teaching. It aims to integrate value orientation into teaching and skill improvement. For college students' cultivation, school-family interaction is emphasized. Existing surveys focus on how technology affects the transformation of the family-school-community combination. Some advocate an integrated joint cultivation system, while others think the close parent-child connection is better, which can solve various problems and enhance capacity. The role of parents in schools is also important for students' growth.

2 The Dilemmas Faced by the Collaborative Education of Families and Schools from the Perspective of Ideological and Political Education in Colleges and Universities

2.1 The Situation of Ineffective Implementation in the Collaboration between Families and Schools

Within the scope of family-school collaboration, a harmonious co-educational relationship based on the alignment of cultivation goals should have been established. However, at present, schools, families and counselors are facing the dilemma of ambiguous responsibility boundaries in the process of educating people, which makes it difficult to precisely meet the diverse demands of the social popularization process in talent cultivation. Such collaborations often exhibit characteristics of loose forms and lack of systematic planning, thus giving rise to fragmented cooperation patterns. This situation makes it difficult for parents and schools to approach and handle various cooperation tasks with a rigorous attitude. Neither side can accurately define its own functional position in the family-school cooperation system, nor can they deeply tap the rich potential of resources contained in family-school cooperation. They have not yet established practical and effective concepts of family-school cooperation, which significantly deviates from the initial vision of carrying out educational work collaboratively. Eventually, many family-school cooperation affairs are difficult to be effectively promoted and implemented.

2.2 The Implementation Forms of Family-School Collaborative Work Are Too Traditional

At the present stage, the joint cultivation of students by families and schools is still at a relatively low level. Both families and schools have a rather vague understanding of the goals of collaborative education, mostly limiting it to improving students' academic performance while neglecting the all-round development of students' comprehensive qualities. In the research on collaborative methods and contents, too much emphasis is placed on formal innovation, which is only superficial and lacks depth and systematicness.

Due to the lack of in-depth communication between families and schools, they do not have a sufficient understanding of each other's educational concepts, methods and students' performance in different environments, making it difficult to form an effective educational synergy.

To achieve the best results of family-school co-education, both families and schools must focus on constructing a mutual trust mechanism, carrying out sincere and in-depth interactive exchanges, and having substantive dialogue and communication to promote the alignment of their educational concepts.

2.3 The Incoordination of Educational Contents in Family-School Collaboration

The joint education of families and schools is also an inevitable requirement for the development and progress of schools. In the new wave of the current era, relying solely on the efforts of schools alone can hardly meet the strict demands of society for diversified talents. Only by fully leveraging the powerful forces of families and society can the overall educational effectiveness be effectively enhanced and the continuity and stability of education be strongly guaranteed. In the practical process of family-school collaborative education, teachers can be exposed to diverse perspectives and information feedback from families, which in turn prompts positive changes in their teaching ideas, making them place more emphasis on teaching students in accordance with their aptitudes and individualized cultivation. School administrators can also draw on the beneficial experiences brought by family participation in this process, reflect on and innovate their management thinking and teaching strategies, ultimately achieving comprehensive self-optimization and continuous

growth of the school.

3 The Path of the Collaborative Education of Families and Schools from the Perspective of Ideological and Political Education in Colleges and Universities

3.1 Reaching a Consensus on the Concept of Family-School Collaborative Education and Sharing Responsibilities

Epstein proposed a student-centered partnership among schools, families and communities. This affects subject participation, promotes school innovation and helps students grow. In education, families and schools are essential. Parents, as children's first guides, should be involved, like monitoring study and communicating with teachers. Teachers, as professionals, should listen to parents and report student performance. Through exchanges, both adjust strategies and create a good environment for students' all-round development.

3.2 Improving the Trust Mechanism of Multiple Subjects in Family-School Collaborative Education

In higher education, family-school collaborative education is key for quality and student development. Establishing a mutual trust mechanism among multiple subjects is vital. It bridges gaps and asymmetry, spurring close connections and positive interactions for better mental health education. The core executive chains in college family-school collaboration are parents - counselors and teachers - students. By enhancing collaborative mechanisms in goal, emotion, communication, trust among subjects grows, advancing these chains. Such trust comes from counselors' and teachers' respect and concern. They empathize with students and parents, address growth issues, and clear university hurdles.

3.3 Building a Communication Platform for Multiple Subjects in Family-School Collaborative Education

In the higher education system, building a communication platform for multiple subjects in family-school collaborative education is of extremely crucial significance.

First, a family-school collaborative education center should be established. The center actively expands communication channels and utilizes modern information technology means.

For example, it regularly organizes online meetings to enable parents and teachers to communicate in real time about students' academic progress and ideological trends across geographical limitations; through WeChat official accounts, it regularly pushes wonderful moments, academic achievements and various important notices of students on campus; via work groups, it realizes the instant interaction between teachers and parents and quickly feeds back the details of students' daily study and life.

Second, holding a parents' open day activity provides parents with an excellent opportunity to have an in-depth understanding of the school. During the open day, parents can enter the campus, personally experience the teaching atmosphere and education mode of the school, visit campus facilities, and deeply understand the school's educational concept and nurturing environment, so as to better find the connection point between family and school education.

Third, setting up a school-parent forum aims to improve the quality of parents from the perspective of educational concept. The school imparts scientific educational methods and psychological knowledge to parents through holding a series of lectures, training courses, etc.,

helping parents master the skills of effective communication with children.

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