

# Research on the Innovation of "One-Stop" Student Community Education Management Mode in Higher Vocational Colleges under Marxist Humanism Thought

Jun Zhao

Jianghai Polytechnic College, Wuxi, 225101, China

**Keywords:** Marxist Human Thought; Higher Vocational Colleges; "One-Stop" Student Community; Educational Management Mode; Comprehensive Development of Students

**Abstract:** This article focuses on the innovation of "one-stop" student community education management mode in higher vocational colleges (HVC). At present, the implementation of this model has exposed some problems, such as insufficient respect for students' dominant position, inadequate implementation of comprehensive development goals and lack of humanistic care. In order to solve these problems, this article uses the methods of literature research and inductive analysis to deeply discuss the relevant theories of Marxist humanistic thought and educational management in HVC. It is found that based on Marxist humanistic thought, innovative strategies can be put forward from the aspects of strengthening students' dominant position, optimizing management content with students' comprehensive development as the goal, and enhancing humanistic care. By constructing democratic participation mechanism, perfecting comprehensive quality education system and establishing efficient communication and feedback mechanism, it is expected to optimize the "one-stop" student community education management model, better meet the development needs of students and promote their comprehensive development and success.

## 1. Introduction

With the rapid development of vocational education, the scale of students in HVC has been expanding, and the traditional education management model has been difficult to meet the increasingly diverse needs of students [1]. In this context, the "one-stop" student community education management model came into being, aiming at integrating resources and providing students with convenient and efficient education management services [2]. However, at present, when many HVC are carrying out this model, many problems are exposed, such as cumbersome management process, weak service pertinence and low student participation [3]. These problems not only affect the efficiency and quality of education management, but also restrict the comprehensive development of students.

Marxist humanistic thought emphasizes human nature, comprehensive development and people-oriented concept, which provides an important theoretical basis for the innovation of "one-stop" student community education management mode in HVC [4]. Theoretically, it is helpful to enrich and improve the theoretical system of education management in HVC to deeply explore the combination of Marxist humanistic thought and "one-stop" student community education management [5]. From a practical point of view, innovating education management mode according to Marxist humanistic thought can better meet the development needs of students, enhance the effectiveness of education management, promote the comprehensive development of students in HVC, and cultivate more high-quality applied talents for the society [6].

The purpose of this study is to deeply analyze the problems existing in the current "one-stop" student community education management mode in HVC by using Marxist humanistic thought, and put forward practical and innovative strategies. It is expected that through this study, the educational management process of "one-stop" student community will be optimized, the service quality will be improved, the students' sense of participation and acquisition will be enhanced, and the educational management goal of taking students as the center and promoting their

comprehensive development will be realized. This provides a useful reference for the reform of "one-stop" student community education management mode in HVC.

## **2. Overview of Marxist humanistic thought and related theories of vocational education management**

Marxist humanistic thought contains rich core essence. His theory of human nature points out that human nature is not an abstract thing inherent in a single person. In reality, it is the sum of all social relations, emphasizing the shaping of human nature in social relations [7]. The theory of comprehensive development of human beings advocates the full and free development of individuals in physical strength, intelligence, morality, aesthetics and other aspects, which is a profound exposition of the ideal development state of human beings. People-oriented concept highlights people's dominant position in social development and puts people's needs, interests and development at the core.

The "one-stop" student community education management mode in HVC has a unique connotation. "One-stop" student community is a student living and learning area that integrates the functions of education, management and service, breaking the relatively scattered situation of various departments in traditional education management [8]. This educational management model covers management mechanism, service content, educational activities and other elements, and has the characteristics of convenience, high efficiency, closeness to students and resource integration, aiming at providing students with all-round and multi-level support.

Marxist humanistic thought gives important enlightenment to the educational management of HVC. It guides education management to take students as the center, and takes meeting students' needs and promoting their growth as the starting point and the end result. It clearly aims at promoting students' comprehensive development, while paying attention to the cultivation of professional skills, it also pays attention to the improvement of students' ideological and moral, physical and mental health and other comprehensive qualities. It emphasizes the principle of respecting students' dominant position, encourages students to actively participate in the process of education management, and gives full play to their subjective initiative, so that education management can truly meet students' development needs.

## **3. Problems existing in "one-stop" student community education management mode**

### **1) Lack of respect for students' dominant position**

In the current "one-stop" student community education management model, the degree of students' participation in management decision-making is really low. Community management decisions are mostly dominated by school departments and teachers, and students' opinions and suggestions are often ignored. In addition, the educational management mode lacks individuality. Schools often adopt unified standards and models to manage and educate students, ignoring the differences of individual students' interests, abilities and learning styles. This "one-size-fits-all" management method is difficult to meet students' diversified development demands, which is not conducive to students' personality development and specialty play.

### **2) The goal of students' comprehensive development is not in place**

In the process of "one-stop" student community education management, HVC pay too much attention to the cultivation of professional skills and pay insufficient attention to the improvement of students' comprehensive quality. Although professional skills are crucial to the future employment of higher vocational college students, comprehensive qualities such as humanistic quality, communication ability and innovative thinking are also indispensable. At present, in community education activities, training and lectures related to professional skills account for a large proportion, while activities to improve students' humanistic quality and cultivate innovative thinking are relatively few. At the same time, the support of community culture construction for students' comprehensive development is not good. As a hidden educational resource, community culture plays an important role in shaping students' values and cultivating their emotions. However,

at present, the "one-stop" community culture construction of students in some HVC lacks systematicness and pertinence, and fails to create a positive and unique cultural atmosphere. Table 1 below presents the types and proportion of "one-stop" community education activities of students in 10 HVC, from which we can intuitively see the uneven distribution of activities to promote students' comprehensive development.

Table 1: Types and Proportions of "One-Stop" Student Community Educational Activities in HVC

Educational Activity Type	Proportion	Examples of Activity Content	Expected Effects	Actual Effect Feedback
Professional Skills Training Lectures	60%	Training on various professional software operations, explanations of cutting-edge industry technologies	Enhance students' professional skills and strengthen their employability competitiveness	Students' professional skills have improved, but their overall understanding of the industry and practical application abilities have limited enhancement
Humanistic Literacy Enhancement Activities	20%	Literature appreciation lectures, visits to art exhibitions	Broaden students' cultural horizons and cultivate aesthetic tastes	The degree of participation is not high, the form of students' feedback activities is relatively simple, and the sense of gain is not strong.
Innovative Thinking Cultivation Activities	10%	Creative workshops, guidance on innovative projects	Stimulate students' innovative consciousness and cultivate their innovative abilities	Activity resources are limited, lacking long-term guidance from professional mentors. Students have produced few innovative outcomes
Social Practice Activities	5%	Community volunteer services, enterprise surveys	Enhance students' sense of social responsibility and understanding of actual social needs	Organization and coordination are not perfect. Some students' participation is perfunctory, and their understanding of actual social conditions is not in-depth
Mental Health Counseling Activities	3%	Mental health lectures, individual psychological counseling	Help students establish a healthy mindset and cope with the pressures of study and life	Promotion is insufficient. Many students are unaware of relevant services, and the actual number of beneficiaries is small
Career Planning Guidance Activities	2%	Career assessments, analysis of career development paths	Guide students to clarify their career directions and formulate reasonable plans	Activity scheduling is unreasonable, conflicting with students' courses. The guidance content lacks pertinence

### 3) Lack of humanistic care in educational management services

In the "one-stop" student community, the communication mechanism is not smooth, which makes it difficult for schools to quickly understand the needs of students. When students encounter problems in their study and life, they often don't know how to reflect them to the school, or they can't get timely and effective response after reflecting. With the intensification of social competition, students in HVC are under pressure from many aspects, such as study and employment, which is easy to breed psychological problems. However, in the community education management service, the mental health education and counseling system is not perfect, and it can't provide students with timely and professional psychological support. In life, the maintenance of students' living facilities and the improvement of living environment are not paid enough attention, which affects students'

quality of life and learning enthusiasm.

#### 4. HVC "one-stop" community education management model innovation strategy

##### 1) Strengthen students' dominant position and build a democratic participation mechanism

Schools should set up student feedback mailboxes and online community forums to facilitate students to express their views and suggestions on community management at any time. At the same time, students' representative forums are held regularly, and community management personnel are invited to communicate face to face with student representatives, so that students can directly participate in the decision-making process of community management. Schools should encourage students to organize community activities independently and give them full autonomy. Schools can provide students with activity venues, partial financial support and professional instructors to stimulate students' creativity and organizational ability, so that community activities can better meet students' interests and needs.

##### 2) Optimize the content of education management with the goal of students' comprehensive development

Schools should improve the comprehensive quality education system and increase courses and activities such as humanistic quality and innovative thinking; Enrich community cultural activities and create an comprehensive development atmosphere. Schools can create distinctive community cultural festivals, covering music, dance, drama and other art forms, as well as scientific and technological exhibitions, reading sharing sessions and other activities. Table 2 below shows the optimized arrangement of community education activities to promote students' comprehensive development.

Table 2: Optimized Schedule of "One-Stop" Student Community Educational Activities in HVC

Educational Activity Category	Activity Name	Activity Content	Frequency	Expected Effects
Humanistic Literacy Enhancement	"Cultural Journey" Lecture Series	Invite experts to explain knowledge in history, literature, philosophy, etc.	Once a month	Broaden students' cultural horizons and enhance their humanistic heritage
Innovative Thinking Cultivation	"Creative Space" Workshop	Organize brainstorming sessions, innovative project practices, etc.	Once every two weeks	Stimulate students' innovative consciousness and improve their innovative abilities
Professional Skills Expansion	"Face-to-Face with Skill Masters"	Industry experts share practical experiences and cutting-edge technologies	Three times per semester	Deepen students' understanding of their majors and strengthen their professional skills
Social Practice	"Community Service Trip"	Organize students to participate in community public welfare activities	Once a month	Enhance students' sense of social responsibility and improve their social practice abilities
Mental Health Construction	"Heart Haven" Counseling	Conduct mental health lectures and psychological counseling services	Regularly open every week	Help students maintain a good psychological state and cope with pressures
Career Planning Guidance	"Career Guidance for the Future" Program	Career assessments, personalized career planning guidance	Conducted at the beginning of each semester	Guide students to clarify their career directions and formulate reasonable plans

##### 3) Enhance humanistic care and optimize education management services

To establish an efficient communication and feedback mechanism, the school should integrate the resources of various departments and set up a "one-stop" service hotline and online service

platform, through which students can quickly feedback questions, and relevant departments can respond and deal with them in time. Schools should strengthen services for students' life and mental health, increase investment in living facilities, and regularly check and maintain facilities such as dormitories and canteens. At the same time, improve the mental health service system, equip professional psychological counselors, offer mental health courses and group counseling activities to protect students' mental health. Through the above innovative strategies, based on Marxist humanistic thought, we will effectively optimize the "one-stop" student community education management model in HVC and promote the comprehensive development of students.

## 5. Conclusions

Based on Marxist humanistic thought, this study makes an in-depth analysis and innovative exploration of the "one-stop" student community education management model in HVC. The research shows that although the current educational management mode aims at providing convenient services for students, it deviates from the original intention of taking students as the center and promoting their comprehensive development in practice. Guided by Marxist humanistic thought, this article puts forward a series of innovative strategies, covering strengthening students' dominant position, optimizing educational management content and enhancing humanistic care, which provides feasible paths for solving existing problems.

If these strategies can be effectively implemented, it will help to build a more scientific and humanized "one-stop" student community education management model. On the one hand, the strengthening of students' dominant position can stimulate students' enthusiasm and creativity, and make them truly become participants and beneficiaries of community management and development. On the other hand, optimizing the content of education management with the goal of comprehensive development and promoting humanistic care can better meet the needs of students in knowledge and skills, physical and mental health, social adaptation and so on. The innovation and implementation of the model can not be achieved overnight. In the future, all departments of HVC need to cooperate with each other, pay continuous attention to the changes in students' needs, and constantly adjust and improve the management model.

## References

- [1] Sun Yifan, Liu Hua. Breaking through the Dilemmas in the Construction of Curriculum Ideology and Politics from the Perspective of Marxist Humanology Thoughts[J]. Teaching Reference of Middle School Politics, 2023(40): 18-20.
- [2] Liu Xinran, Zhao Yu. An Inquiry into Sensibility: The Theoretical Approach of the Ontology of Marxist Sports Humanology[J]. Journal of Shandong Sport University, 2023, 39(3): 63-70.
- [3] Fu Tianrui. The Logical Transformation of Marx's View of Practice—Based on the Perspective of Critical Political Economy[J]. Philosophical Researches, 2024(5): 46-55.
- [4] Tao Qing, Liang Xiao'an. Marxist Anthropology from the Perspective of Political Science[J]. Academic Monthly, 2022, 54(8): 67-79.
- [5] Li Jin. "Ideology" as an Important Path to Understanding Marxist Anthropology[J]. Journal of Minzu University of China (Philosophy and Social Sciences Edition), 2023, 50(2): 48-56.
- [6] Ma Yuan. On the Paradigm Shift of Cultural Critical Theory—Centered on Cultural Marxism[J]. Teaching and Research, 2024(1): 124-132.
- [7] Xiao Qiong. Marxist Governance Aesthetics and the Governance Turn of Contemporary Critical Discourse[J]. Ideological Front, 2022, 48(6): 143-150.
- [8] Xie Liang. The Ideological Confirmation of the Theory of "the Community Essence of Man" in the Perspective of Marxist Humanology[J]. Guangxi Social Sciences, 2022(8): 89-97.