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Research on Optimization Strategies of Empowering Labor Education through University One-Stop Student Communities under the Background of Three-All-Round Education

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Abstract: Against the backdrop of deepening the reform of the Three-All-Round Education to foster the all-round development of students, labor education plays a vital role in cultivating well-rounded professional talents in higher education. As a key educational front, the one-stop student community boasts prominent educational advantages in advancing college students' labor education and accelerating the integration of production and education as well as university-enterprise cooperation. At present, labor education for college students in most universities faces common challenges: disconnection between labor education and practical sites, insufficient integration of resources, and low-level student subject participation. Rooted in the strategic requirement of improving the quality and efficiency of higher education for applicationoriented undergraduate colleges in Guangdong Province, this study proposes to empower labor education via the one-stop student community collective and promote the construction of a labororiented education system for onestop student communities. By integrating the Three-All-Round Education mechanism and onestop community resources, it aims to build a labor-education ecological chain characterized by "spatial empowerment-curriculum integration-digital support-subject participation". It is expected to deliver an effective practical paradigm for grassroots-level experience for Guangdong universities to further the integration of moral, intellectual, physical, aesthetic and labor education and cultivate talents with all-round development in morality, intelligence, physique, aesthetics and labor.

Keywords: "One-stop" community; Ordered space; University talent cultivation

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1. Introduction

The one-stop student community is not merely an orderly space for students' daily life, but also a pivotal fulcrum for universities to foster virtue through education, advance educational work and reform student

management modes. It plays a significant role in the all-round development of individual students and the comprehensive governance of universities. In May 2020, Opinions of the Ministry of Education and Seven Other Departments on Accelerating the Development of the University Ideological and Political Work System first proposed to "promote the construction of one-stop student communities and build an educational-living garden integrating students' ideological education, teacher-student communication, cultural activities and life-service functions". This document charted the future development path for nationwide one-stop student community construction. In July 2022, the Department of Education of Guangdong Province issued the Implementation Plan for Comprehensively Promoting the Comprehensive Management and Construction of One-Stop Student Communities (2022), which explicitly requires "driving communities to evolve from spatial integration toward value integration" and sets out the key objective of advancing community construction for undergraduate and vocational colleges across the province. Nevertheless, many universities have yet to form a collaborative educational ecological chain centered on students' growth needs. In developing labor-educational functions at the student-community level, practical problems generally persist, such as disconnection between labor education and practical sites, insufficient resource integration and low student subject-participation.

The goal of socialist education with Chinese characteristics is to cultivate socialist builders and successors with all-round development in morality, intelligence, physique, aesthetics and labor. Labor education can not only equip students with labor skills, but also shape their labor concepts and labor spirit. In 2020, the CPC Central Committee and the State Council issued Opinions on Comprehensively Strengthening Labor Education in Schools at All Levels in the New Era. This document provides important principles and guidelines for fully implementing the Party's educational policy and strengthening labor education in primary, secondary and higher education. Accordingly, rooted in the strategic requirement of improving the quality and efficiency of higher education for application-oriented undergraduate colleges in Guangdong Province, this study promotes the development of the one-stop student community ecosystem and gives full play to the educational function of community-based labor education through community construction.

2. Significance of empowering labor education through university one-stop student communities

2.1. Research value of empowering labor education through one-stop student communities

In terms of academic value, firstly, it helps construct a new theoretical paradigm for developing the labor-education system within one-stop student communities. This study attempts to break through the traditional "space-management" dual framework of student communities and explore a new theoretical paradigm for student communities to empower labor-education development from multiple dimensions, including physical-space planning, institutional coordination, and subject interaction. Secondly, it facilitates the in-depth development of the Three-All-Round Education theory. By establishing a dynamic ecological-chain mechanism of "demand → supply → evaluation → feedback" for one-stop student communities, it promotes the tangible implementation of all-staff, whole-process and all-round education within community scenarios.

In terms of practical value, firstly, it aims to build a labor-education evaluation system for one-stop student communities in Guangdong Province. This research intends to formulate a Labor-Education System and

Evaluation Indicators for One-Stop Student Communities in Guangdong Province and establish an effective educational model whereby one-stop student communities empower college students' labor education. Secondly, it drives the in-depth integration of production and education in one-stop student communities of application-oriented undergraduate colleges in Guangdong Province. Combined with the practical teaching realities of application-oriented universities, models such as "community workshops" and "project-based cooperation" can be adopted to embed corporate projects into one-stop student communities and students' living spaces, so as to continuously improve the conversion efficiency of students' professional knowledge and technical skills. Thirdly, it effectively summarizes the holistic-education experience of one-stop student communities and builds a social-work coordination mechanism. It clarifies the resource list, demand list and responsibility list for student communities, and sets up a comprehensive community-governance and education mechanism featuring collaborative cooperation among student-affairs, academic-affairs, logistics and other departments.

Second, the integrated planning of one-stop student community spaces. This research perspective regards university student communities as vital venues for undergraduates' daily study and life. It holds that the renewal design of physical spaces should aim at expanding educational functions. As a key educational venue for college students' daily study and life, the physical-space integration of student communities needs to break away from the extensive mode of the traditional "dormitory plus activity room", and transform the physical space of student communities from a mere "living container" into a "spiritual home". The inherent educational function embedded in student-community spaces helps give full play to their important role within the university ideological and political education system [1]. Some scholars also promote the development of student communities from the perspective of building safe communities so as further to advance the construction of safe campuses [2].

Third, active exploration of educational paths for one-stop student communities. From this research perspective, universities, as important bases for cultivating technical-skill talents, are confronted with practical dilemmas in establishing the comprehensive-management model for one-stop student communities, including imperfect educational mechanisms and insufficient connotation-building. Scholars have conducted diversified explorations of new educational paths for one-stop student communities by adhering to Party-building leadership to improve educational effectiveness strengthening connotation-building to develop educational brands, pooling efforts from multiple parties to integrate educational forces highlighting service-oriented subjects and reinforcing the network construction of communities [3–5].

2.2. Gaps in existing research

Current studies have not delved deeply enough into the significance and connotation of college students' labor education within the spatial context of one-stop student communities. They fail to fully recognize the profound implications of labor education for fostering students' innovative spirit, practical competence, sense of social responsibility and sound values. Accordingly, this study carries out integrative research on labor education by combining college students' labor education with their professional learning, practical capabilities and career-planning, so as to fully demonstrate the plural values of labor education in promoting students' all-round development. Most existing research focuses on the renovation of community physical spaces and the design of educational paths, yet insufficiently applies theories concerning social-capital cultivation and community capacity-building. The construction of social capital dimensions such as trust

networks, resource integration and educational systems within one-stop student communities remains relatively inadequate. Therefore, in the process of empowering labor education through one-stop student communities, this research attaches importance to discussing students' subject role in student communities. It highlights the influences and functions of social-resource elements, including students' social interaction, peer support, as well as home-school linkage in community-based labor education, and facilitates the development and growth of students' professional competence.

3. Training objectives of empowering labor education through university one-stop student communities

3.1. Overall objectives of empowering labor education through university one-stop student communities

The overall objectives of empowering labor education via one-stop student communities in universities are as follows. First, realize the in-depth integration of Three-All-Round Education and labor education to foster students' creativity, practical ability and professional quality. Second, take labor education as the starting point to promote students' all-round development in morality, intelligence, physique, aesthetics and labor, and cultivate students' sense of responsibility and spirit of dedication. Third, design a three-dimensional collaborative education mechanism of "space-mechanism-subject", and establish a coordinated development mechanism for labor education featuring "Three-All-Round Education-community empowerment".

3.2. Phased objectives of empowering labor education through university one-stop student communities

The phased objectives are as follows. First, gain an in-depth understanding of the real-world situation concerning one-stop student community construction and labor-education implementation in various universities, and help university teachers and students form correct perceptions of labor education. Second, integrate labor-education resources and build a collaborative education mechanism for student-community labor education under the background of Three-All-Round Education. Third, in light of the characteristics of one-stop student communities, attach importance to cultivating students' labor awareness, labor attitude and labor skills, and actively explore labor-education models suitable for college students of different majors.

3.3. Specific objectives of empowering labor education through university one-stop student communities

The specific objectives are as follows. First, explore how to construct an operational mechanism for empowering labor education through university one-stop student communities, and turn student communities into the main front for university labor-practice activities. Second, figure out how to effectively tackle practical challenges such as insufficient student participation, relatively weak capital support, and a deficient driving mechanism in the process of empowering labor education via one-stop student communities. Third, while comprehensively advancing the construction of the comprehensive-management model for one-stop student communities, take labor-education practical projects and digital practice platforms as supports to explore diversified paths for labor-education practice in student communities.

4. Content of labor education empowered by the "one-stop" student community in colleges and universities

This project aims to solve the core problem of how to leverage the unique advantages of the "one-stop" student community in labor education practices, address the practical issues including insufficient student participation, weak learning motivation, and the underdeveloped operating mechanism of labor education in the implementation process, give full play to the empowering role of the "one-stop" student community for labor education, and put forward targeted strategies from the perspective of holistic education, such as actively constructing labor scenarios, focusing on cultivating students' labor awareness, and guiding the formation of positive labor habits, so as to promote the all-round development of students.

The content of labor education empowered by the "one-stop" student community in colleges and universities follows the core principles of "accessible spaces, interconnected resources, and traceable growth", and is systematically designed around four dimensions: theoretical immersion, scenario-based practice, skill integration, and cultural cultivation. This model breaks the traditional classroom-centered teaching mode of labor education, integrates the connotation of labor education into the growth process embedded in students' daily community life, and forms a complete content support system that aligns with the overall, phased and specific objectives proposed in the previous part.

The first module is progressive labor concept cultivation content. It not only meets the requirement of "in-depth integration of holistic education and labor education", but also undertakes the task of "promoting teachers and students to establish correct labor cognition" in the phased objectives. This module is not limited to the single mode of classroom lecturing. Instead, relying on spaces in the "one-stop" student community such as building activity rooms and public lounges, three types of tiered content are set up. First, labor cognition enlightenment is carried out for all freshmen. Through activities including master craftsmen entering the community, labor story sharing sessions, and special seminars on the value of community labor, students are guided to learn basic theoretical content such as labor safety, labor discipline, and labor rights and interests, helping freshmen establish the basic cognition that "no labor is inferior, and practice yields true knowledge". Second, labor value cognition education is carried out for sophomores and juniors. Combined with the career development paths of different majors, the spirit of model workers and the craftsmanship spirit are integrated into the process of professional development. Through interactive forms such as labor scenario performance and professional post simulation, the misconception that "labor is only a kind of professional experience" is corrected. Third, labor career connection education is carried out for graduating students. The cultivation of labor concepts is integrated into students' career selection and employment process, helping students understand the important significance of post-related labor for personal growth, and gradually turning labor awareness into the internal driving force for career development.

The second module is labor practice content with full-scenario coverage. It further targets the goal of "building the student community into the main front of labor practice", actively mobilizes students to enhance their community participation, and effectively solves the practical problems faced by students. Relying on the full-range spaces of the "one-stop" student community, a series of practice content that can effectively improve student participation is set up. The first category is daily public welfare labor content. Normalized public welfare posts such as public area cleaning, canteen civilization management, and public facility maintenance are set up in the community. Labor tasks are decomposed into daily affairs that students can participate in conveniently. For example, students can take part in lightweight labor such as designing dormitory

public spaces, maintaining community green plants, and guiding garbage classification, so that they can gradually develop labor habits in the scenarios they encounter every day. The second category guides students to learn new life skills. Practical skill workshops on storage and organization, home cooking, basic home appliance maintenance and other practical skills are opened in the community, and "Civilized Dormitory" selection activities are regularly carried out, guiding students to pay attention to the management and optimization of living spaces, master the labor skills necessary for independent life, and strengthen the cultivation of students' life abilities. The third category is themed featured labor content for specific festivals. Combining time nodes such as the Lei Feng Memorial Day, International Workers' Day, and the May Fourth Youth Day, featured activities such as elderly care volunteer services, campus environmental protection actions, and labor skill competitions are organized in the community. Labor practice is combined with red education and social responsibility cultivation, allowing students to truly experience the social value of labor in themed activities.

Leveraging the collaborative organizational advantages of the "one-stop" student community, we promote the integration of labor practices for students of different majors into real community scenarios. Engineering students can participate in labor such as public facility inspection and simple equipment maintenance in the community, translating their professional practical capabilities into effective labor contributions that serve the community. Students majoring in humanities and social sciences can carry out labor including intangible cultural heritage promotion, community cultural construction, and public welfare publicity planning in the community, to enhance the community's cultural communication capacity. Students of other majors can participate in labor such as neighborhood mutual assistance, emotional guidance, and psychological companionship in the community, integrating their professional service skills into different community service processes in real service scenarios. All practice content is not fixed. Each major will design adapted labor projects in combination with its own training characteristics, so that students can simultaneously improve their professional skills while engaging in community labor.

The three modules are progressive and mutually supportive, jointly forming a complete closed-loop of labor education content empowered by the "one-stop" student community, and breaking the inherent limitation of traditional labor education that "prioritizes theory over practical implementation, and prioritizes assigned tasks over all-round growth". The entire process, ranging from labor concept enlightenment for freshmen, to the cultivation of daily labor habits in full-scenario contexts, and further to the two-way integration of professional skills and community services, always takes students' real growth needs as the core.

5. Conclusion

Ultimately, this content system can not only effectively solve the practical pain points of low student participation and insufficient driving force in previous labor education, but also help students internalize labor awareness into their own behavior habits imperceptibly. It assists them in establishing a correct view of career and responsibility, and lays a solid foundation for their future professional posts. It truly achieves the comprehensive education goal of "fostering morality, enhancing intelligence, strengthening physique, and cultivating aesthetic awareness through labor", making the "one-stop" student community a core position where labor education can truly take root and develop sustainably.

Disclosure statement

The author declares no conflict of interest.

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