

Deficiencies in the Collaborative Education of Party Building and Ideological–Political Education in Higher Vocational Colleges and Their Solutions

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Abstract: Higher vocational education shoulders the important mission of cultivating high-quality technical and skilled talents. The collaborative education of Party building and ideological–political education plays a crucial role in enhancing the quality of talent cultivation in higher vocational education. However, there are currently many deficiencies in this collaborative education, such as imperfect coordination mechanisms, low integration of educational content, and lagging faculty team development. This paper conducts an in-depth analysis and proposes targeted solutions to promote the deep integration of Party building and ideological–political education in higher vocational colleges, thereby improving the effectiveness of collaborative education.

Keywords: Higher vocational colleges; Party building; Ideological–political education; Collaborative education

1. Introduction

Higher vocational colleges, as important bases for cultivating applied talents, not only need to equip students with professional knowledge and skills but also emphasize the development of their political literacy, moral character, and values. Party building and ideological–political education, as integral components of the educational work in higher vocational colleges, complement and promote each other. Party building provides the political direction and value guidance for ideological–political education, while ideological–political education offers the ideological foundation and theoretical support for Party building. Strengthening the collaborative education of Party building and ideological–political education helps to form a synergy in education, improve the quality of talent cultivation, and provide society with high-quality technical and skilled talents who possess both moral integrity and professional competence. However, in practice, there are still some deficiencies in the collaborative education of Party building and ideological–political education in higher vocational colleges, which restrict the full realization of its educational effectiveness.

2. The Significance of Collaborative Education of Party Building and Ideological–Political Education in Higher Vocational Colleges

2.1 An Inevitable Requirement for Implementing the Fundamental Task of Fostering Virtue Through Education

Fostering virtue through education is the fundamental task of education, and higher vocational education is no exception. The collaborative education of Party building and ideological–political education can integrate the Party's theories, guidelines, and policies into the entire process of education and teaching. It guides students in establishing a correct worldview, outlook on life, and values, cultivates their sense of social responsibility, innovative spirit, and practical ability, and enables them to become well-rounded socialist builders and successors who are morally, intellectually, physically, aesthetically, and labor-competent.

2.2 An Effective Approach to Adapting to the Characteristics of Higher Vocational Students

Higher vocational students are characterized by active thinking, strong practical abilities,

but relatively low enthusiasm for theoretical learning and varying levels of political literacy. Collaborative education of Party building and ideological–political education can stimulate students' interest in learning and their enthusiasm for participation by carrying out diverse Party building activities and ideological–political education practices. This enhances the relevance and effectiveness of education, better meeting the growth needs of students.

2.3 A Need to Improve the Level of Party Building Work in Higher Vocational Colleges

Integrating ideological–political education with Party building work can inject new vitality and substance into Party building. Through the theoretical guidance of ideological–political education, the political theoretical level of Party members, cadres, teachers, and students can be improved, their Party spirit cultivated, and the scientific and standardized development of Party building work promoted. At the same time, the implementation of Party building work can provide practical platforms for ideological–political education, enriching its content and forms.

3. Deficiencies in the Collaborative Education of Party Building and Ideological–Political Education in Higher Vocational Colleges

3.1 Imperfect Coordination Mechanisms

Some higher vocational colleges lack specialized leadership institutions for the collaborative education of Party building and ideological–political education. There is unclear division of responsibilities and poor communication among various departments, making it difficult to form a synergy in their work. When formulating educational plans and conducting educational activities, a phenomenon of working in isolation and lacking overall planning often occurs. Currently, the evaluation of collaborative education of Party building and ideological–political education in higher vocational colleges mainly focuses on individual departments or single tasks, lacking a comprehensive evaluation index system. Evaluation methods are mostly qualitative, with insufficient quantitative evaluation, making it difficult to accurately measure the actual effectiveness of collaborative education. Additionally, the application of evaluation results is not linked to performance assessments, professional title evaluations, etc., failing to fully mobilize the enthusiasm of various departments and teachers.

3.2 Low Integration of Educational Content

In the teaching of Party building and ideological–political education, there is some duplication of content, such as Party history and Party theories, which are covered in both ideological–political courses and Party building activities. However, this duplication lacks in-depth exploration and integration, leading to low student interest in learning. At the same time, there are also instances of disconnection in content. For example, ideological–political education focuses on imparting theoretical knowledge, while Party building emphasizes practical training, with insufficient organic connection between the two, which affects the effectiveness of education. Educational content often fails to promptly reflect the requirements of the times and the actual needs of students. In the selection of teaching content, there is a tendency to rely rigidly on textbooks without incorporating targeted designs based on professional characteristics and students' career development plans. This results in a disconnect between educational content and reality, making it difficult to resonate with students.

3.3 Lagging Faculty Team Development

With the expansion of higher vocational colleges, the number of students has increased, but the size of the faculty for Party building and ideological–political education has not grown correspondingly. This leads to excessive workloads for teachers, making it difficult to ensure teaching quality. Additionally, some higher vocational colleges lack full-time Party building teachers and ideological–political education teachers, often relying on administrative staff or teachers from other disciplines to serve as part-time instructors. These teachers lack systematic

professional training and teaching experience, which affects the effectiveness of collaborative education in Party building and ideological-political education.

The overall quality of the faculty is not high, with some teachers lacking a deep understanding of the Party's policies and guidelines. As a result, they struggle to accurately convey the Party's message in their teaching. Moreover, some teachers employ monotonous teaching methods, lack innovative awareness and practical abilities, and fail to adapt to the characteristics and needs of higher vocational students in the new era. Furthermore, there is insufficient communication and cooperation among faculty members, with limited interdisciplinary and cross-field exchanges and learning, which restricts their professional development and the improvement of teaching standards.

3.4 Lack of Practical Education Platforms

3.4.1 Limited On-Campus Practical Platforms: Some higher vocational colleges have insufficiently developed on-campus practical platforms for Party building and ideological-political education. They lack dedicated venues such as Party building activity rooms and ideological-political education bases, which hinders the effective implementation of certain Party building activities and ideological-political education initiatives. Additionally, the forms and content of on-campus practical activities are relatively monotonous and lack innovation, making it difficult to meet the diverse needs of students.

3.4.2 Insufficient Utilization of Off-Campus Resources: The construction of off-campus practical bases for Party building and ideological-political education is relatively lagging. Cooperation with enterprises, communities, and other entities is not close enough, and there is a lack of stable practical bases and collaborative projects. During off-campus practical activities, students often lack effective guidance and organization, resulting in suboptimal outcomes. Furthermore, the utilization efficiency of off-campus practical bases is not high, and their role in the collaborative education of Party building and ideological-political education is not fully realized.

4. Solutions to the Deficiencies in the Collaborative Education of Party Building and Ideological-Political Education in Higher Vocational Colleges

4.1 Improve Coordination Mechanisms

Establish a leadership group for the collaborative education of Party building and ideological-political education, led by the Party committee of the college and comprising departments such as the Propaganda Department, Student Affairs Department, Youth League Committee, and School of Marxism. Clarify the responsibilities and division of labor among departments, and strengthen communication and collaboration. Regularly convene meetings on collaborative education to study and address issues in the work, formulate unified collaborative education plans, and ensure the orderly implementation of various tasks.

Establish a scientific and reasonable evaluation index system for the collaborative education of Party building and ideological-political education. Comprehensively consider factors such as the achievement of educational goals, the integration of educational content, the innovation of educational methods, and the actual educational effects. Adopt a combination of quantitative and qualitative evaluations, as well as process and outcome evaluations, to conduct a comprehensive, objective, and fair assessment of collaborative education work. Link evaluation results to performance assessments, professional title evaluations, and commendations to fully mobilize the enthusiasm and initiative of departments and teachers.

4.2 Deepen the Integration of Educational Content

Systematically review and integrate the content of Party building and ideological-political education to avoid duplication and disconnection. Organically combine Party history, Party

theories, and Party policies with the relevant content of ideological–political education to construct a characteristic curriculum system for Party building and ideological–political education in higher vocational colleges. Additionally, timely update educational content to reflect the requirements of the times and the actual needs of students. Incorporate cases and materials related to students’ majors and daily lives to enhance the relevance and timeliness of educational content.

Integrate Party building and ideological–political education with professional education to achieve deep integration. Professional teachers should explore the ideological–political elements embedded in their courses, such as professional ethics, professional spirit, and social responsibility. While imparting professional knowledge, they should guide students in establishing correct values and professional outlooks. Enhance teachers’ awareness and capability in integrating ideological–political education into courses by organizing activities such as teaching competitions and demonstration classes.

4.3 Strengthen Faculty Team Development

Higher vocational colleges should reasonably allocate faculty resources based on student numbers and the needs of Party building and ideological–political education work. Increase the number of full-time Party building teachers and ideological–political education teachers through recruitment and training to ensure the high-quality implementation of teaching. Additionally, invite industry experts, elites, and outstanding alumni to serve as part-time teachers to enrich the faculty structure and provide diversified educational services.

Strengthen the training and development of teachers involved in Party building and ideological–political education. Regularly organize teachers to participate in political theory studies, professional training, and academic exchanges to improve their political theoretical level and professional capabilities. Encourage teachers to engage in teaching research and innovation, exploring teaching methods and approaches suitable for the characteristics of higher vocational students. Establish mechanisms for faculty communication and cooperation, promoting exchanges and collaboration among teachers from different disciplines and majors within the college to facilitate mutual learning and collective improvement.

4.4 Expand Practical Education Platforms

Increase investment in on-campus practical platforms for Party building and ideological–political education. Construct dedicated venues such as Party building activity rooms, ideological–political education bases, and red culture exhibition halls to provide students with a favorable practical environment. Enrich the forms and content of on-campus practical activities by organizing themed Party Day activities, volunteer services, social practice surveys, and ideological–political speech competitions to enhance student participation and enthusiasm. Actively establish cooperative relationships with enterprises, communities, revolutionary memorial halls, and other entities to build stable off-campus practical bases for Party building and ideological–political education. Design and develop a series of practical projects and activities based on professional characteristics and student needs. Organize students to participate in internships, social surveys, and other activities at off-campus practical bases, allowing them to receive education and develop skills through practice. At the same time, strengthen the management and guidance of off-campus practical bases to improve their utilization efficiency and practical outcomes.

5. Conclusion

The collaborative education of Party building and ideological–political education in higher vocational colleges is a systematic project of great significance for improving the quality of talent cultivation and implementing the fundamental task of fostering virtue through education. Currently, there are deficiencies in this collaborative education, such as imperfect coordination mechanisms, low integration of educational content, lagging faculty team development, and a

lack of practical education platforms. By improving coordination mechanisms, deepening the integration of educational content, strengthening faculty team development, and expanding practical education platforms, we can promote the deep integration of Party building and ideological–political education in higher vocational colleges, enhance the effectiveness of collaborative education, and provide strong support for cultivating well–rounded socialist builders and successors who are morally, intellectually, physically, aesthetically, and labor–competent. In future work, higher vocational colleges must continuously explore and innovate, advancing the collaborative education of Party building and ideological–political education in a sustained manner.

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