

# *An Analysis of the Moral Education Function of "One-stop" Student Community Construction on Talent Cultivation in Local Universities of Science and Technology*

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**Keywords:** "One-stop" student community; Local universities of science and engineering; Moral education function; Moral accomplishment; Humanities accomplishment

**Abstract:** The purpose of this study is to explore the influence of "one-stop" student community construction on the moral education function of local universities of science and technology. By introducing the concept of "one-stop" student community, this paper analyzes its application in higher education and its relationship with moral education. The results show that the implementation of "one-stop" student community in local universities of science and technology has significantly improved students' moral literacy. Specifically, students' teamwork ability, self-discipline awareness and social responsibility are enhanced. In addition, various activities and practical opportunities in the community have effectively promoted the all-round development of students. The study also found that this community model has a positive effect on improving the humanistic quality of science and engineering students and helps to make up for the lack of moral education in traditional science and engineering education. This study provides new ideas and methods for the improvement of moral education in colleges and universities, and suggests that local universities of science and technology should further strengthen the construction and optimization of "one-stop" student communities in order to better play their moral education functions.

## **1. Introduction**

The concept of "one-stop" student community construction originates from the innovation and practice of modern educational ideas. With the continuous development of higher education, the traditional education model has been unable to meet the needs of students' all-round development [1]. Therefore, "one-stop" student community came into being as a new educational management model [2]. This model aims to provide students with a comprehensive community environment that integrates learning, life and entertainment by integrating various resources inside and outside the campus [3]. In college education, "one-stop" student community not only improves the quality of life of students, but also provides more possibilities for their all-round development [4].

"One-stop" student community construction has been widely used in many universities. Many well-known universities have begun to try this new student management mode, providing more convenient and efficient services and promoting the all-round development of students by building

a comprehensive student community [5]. With the gradual popularization of this model, its importance in higher education has become increasingly prominent [6].

As an important base for training professional and technical talents, the quality of moral education in local universities of science and technology is directly related to students' comprehensive quality and future career development. As an innovative educational management model, the "one-stop" student community construction is of great significance for improving the moral education function of local universities of science and technology [7]. Through in-depth analysis of the influence of "one-stop" student community construction on moral education, we can better understand its role in improving students' moral literacy and shaping good character, thus providing useful reference for the improvement of moral education in colleges and universities. In addition, studying the influence of "one-stop" student community construction on the moral education function of local universities of science and technology will also help to promote the innovation and development of higher education management mode and improve the overall quality of higher education in China. The purpose of this study is to deeply explore how the "one-stop" community construction affects the moral education in local universities of science and technology.

## 2. "One-stop" student community construction theory and practice

### 2.1. The concept of "one-stop" student community definition

"One-stop" student community refers to providing students with all-round and multi-level services and resources in a centralized physical or virtual space. This community model not only covers the functions of traditional student dormitories, but also integrates multi-functional services such as study counseling, psychological counseling, career planning and cultural and sports activities [8]. Its core features can be summarized as the following points: Figure 1

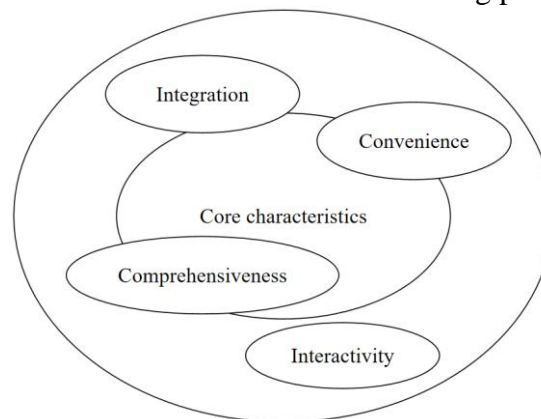


Figure 1: The core characteristics of "one-stop" student community

**Integration:** The "one-stop" student community concentrates various services and resources in one place, which is convenient for students to obtain and use.

**Convenience:** Students can quickly find the services they need in the community without running around the campus.

**Comprehensiveness:** The services provided by the community cover many aspects such as study, life and entertainment, and meet the needs of students' all-round development.

**Interaction:** The community encourages communication and interaction among students, and promotes each other's growth and learning.

## 2.2. "One-stop" community construction case analysis

### Case 1:

Taking South China University of Technology as an example, the school has vigorously promoted the construction of a "one-stop" student service center in recent years. Through efficient resource integration, the center successfully integrates many originally scattered service departments, such as educational administration, student affairs handling and psychological counseling support. Now, students of South China University of Technology can conveniently complete many services such as course consultation, academic planning guidance, mental health consultation and all kinds of certificates in the same place without running around the campus, just going to the student service center. This innovative measure significantly improves the efficiency of students' work, and at the same time enhances students' satisfaction with school services, which embodies the school's student-oriented educational philosophy.

### Case 2:

The student village of Cambridge University is regarded as a model of "one-stop" student community. This community not only provides a comfortable accommodation environment for students, but also a fully functional living and learning space. The village is equipped with a modern library for students to study and study by themselves; Fully equipped gym and swimming pool to meet the needs of students' physical exercise; There are also various restaurants that offer a variety of dining options. It is worth mentioning that in order to facilitate students with families, the village has also set up a special nursery service so that children can also find fun in this community. The comprehensive service mode of Cambridge University Student Village not only attracts domestic students, but also attracts many international students, which has become a unique landscape on campus.

## 2.3. The embodiment of moral education function in "one-stop" community

"One-stop" student community is not only a place to provide services, but also an important position for moral education [9]. The strengthening of moral education in the "one-stop" student community is mainly reflected in the following aspects:

Collective life promotes moral cognition: in community collective life, students need to learn to live with others, which helps to cultivate their team spirit and sense of collective honor, and then enhance moral cognition.

Self-management cultivates self-discipline awareness: Community life requires students to conduct self-management, such as observing community regulations and maintaining public health. These behaviors help to cultivate students' self-discipline awareness and sense of responsibility.

Community activities enhance the sense of social responsibility: by participating in voluntary services and cultural exchanges organized by community organizations, students can better understand social responsibility and practice moral standards in practical actions.

Implicit education permeates values: details such as community layout, decoration and daily management can all be carriers of implicit education, which exerts a subtle influence on students' values and moral judgments.

## 3. Analysis of the practice of moral education in "one-stop" student communities in local universities of science and technology

### 3.1. Characteristics and challenges of local universities of science and engineering

Local universities of science and engineering have their own uniqueness in the educational

environment and students' characteristics [10]. First of all, such colleges and universities are often dominated by science and engineering majors, focusing on cultivating students' professional skills and practical ability. This professional orientation makes students more inclined to logical thinking and empirical analysis academically, but may be relatively lacking in humanistic quality and moral education. Secondly, the student groups in local universities of science and engineering also have certain particularity. These students usually have a strong interest in professional knowledge, but they may appear relatively conservative or inexperienced in social activities such as interpersonal communication and teamwork. In addition, with the intensification of competition in higher education, local universities of science and engineering are also facing various pressures such as enrollment and employment, which may also have a certain impact on moral education.

### 3.2. The implementation of "one-stop" community in local universities of science and technology

In order to fully understand students' growth needs and provide corresponding support, more and more local universities of science and technology began to try to introduce "one-stop" student community construction [11]. Through on-the-spot investigation and case analysis, this paper finds that when these universities implement "one-stop" communities, they usually make customized designs according to their own characteristics. For example, some colleges and universities have set up study counseling centers and psychological counseling rooms in students' dormitory areas to facilitate students to get necessary help at any time in their lives. Other colleges and universities encourage students to actively participate in the community by organizing various community activities and voluntary services, so as to enhance their teamwork ability and sense of social responsibility.

### 3.3. Evaluation of moral education effect

In order to evaluate the positive influence of "one-stop" community on moral education, this paper collected a lot of data through questionnaires and interviews, as shown in Table 1.

Table 1: Evaluation results of positive influence of "one-stop" community on moral education

Evaluation dimension	Evaluation content	Overview of student feedback
Comprehensive development support	"One-stop" community support	Most students think that "one-stop" community provides strong support for their all-round development.
Moral cognition improvement	Students' understanding of moral issues	Students' moral cognition has been significantly improved, and they are more clear about moral standards and codes of conduct.
Cultivation of self-discipline consciousness	Students' self-management and restraint ability	Through the implicit education in the community, students constantly reflect on their daily lives and cultivate a sense of self-discipline.
Enhance social responsibility	Students' understanding and commitment to social responsibility	Students generally expressed their enhanced sense of social responsibility and were willing to actively participate in social services and public welfare activities.
Understanding the importance of teamwork	Students' understanding and practice of teamwork	By participating in community activities, students can better understand the importance of teamwork and learn to play a role in the group.

The results show that most students think that "one-stop" community provides strong support for their all-round development. Especially in the aspects of moral cognition, self-discipline and social

responsibility, students generally say that they have improved significantly. Specifically, by participating in various activities in the community, students understand the importance of teamwork and learn how to play their role in the collective. At the same time, the hidden education in the community also allows students to constantly reflect on their behavior in their daily lives, thus cultivating their sense of self-discipline and responsibility.

#### 4. Enlightenment to moral education in local universities of science and technology

Based on the above findings, this paper puts forward the following suggestions for the improvement of moral education in local universities of science and technology:

**Strengthening the construction of "one-stop" student community:** Colleges and universities should further increase the investment in the construction of "one-stop" student community, improve community facilities and services, and make them better meet the moral education needs of students.

**Integrating moral education resources:** Colleges and universities should make full use of community platforms, integrate moral education resources inside and outside schools, and provide students with richer and more diverse moral education content.

**Innovative moral education:** Drawing on the successful experience of "one-stop" community, colleges and universities can carry out more practical moral education activities, such as social practice and voluntary service, in addition to traditional moral education courses, so as to enhance students' moral experience and practical ability.

#### 5. Conclusions

Through in-depth analysis of the application and effect of "one-stop" student community in moral education practice in local universities of science and technology, this study draws the following main findings: (1) "One-stop" student community provides students with a more concentrated and convenient moral education environment. By integrating various resources and services, the community has become an all-round moral education platform, enabling students to receive moral education in their daily lives. (2) Research shows that students who participate in "one-stop" community activities have significantly improved their moral literacy. They show stronger ability and higher consciousness in teamwork, self-discipline and social responsibility. (3) "One-stop" student community promotes the innovation of moral education. By organizing a variety of activities, such as voluntary service and cultural exchange, the community provides more opportunities for students to practice moral standards, making moral education more vivid and effective.

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