

Exploring the Integration of “Three-wide Education” into Classroom Practice

Lixing Zhao*

Guangdong Baiyun University, Guangzhou, 510550, Guangdong, China

**Corresponding Author.*

Abstract: “Three-wide Education” is an educational theory proposed to enhance the effectiveness of educational initiatives and cultivate high-caliber talents for the nation. This paper elucidates the specific connotations of “Three-wide Education”, examines the interrelationships among its various elements, and explores its characteristics. Additionally, it assesses the feasibility of integrating “Three-wide Education” into higher education, demonstrating that “Three-wide Education” is an effective method for nurturing the new generation in the contemporary era. The study also proposes actionable strategies for incorporating “Three-wide Education” into higher education, thereby paving the way for the development and innovation of educational practices.

Keywords: Three-wide education; Higher education; Implementation strategies; Path exploration; Educational effectiveness

1. Introduction

“Three-wide Education” provides new directions and pathways for establishing a robust educational system in higher education institutions. It plays a significant guiding role in coordinating educational efforts and promoting innovative educational development. Under the guidance of contemporary Chinese thought, it is essential to strengthen talent development, advance comprehensive education, adhere to students’ developmental needs, promote value leadership throughout the educational process, expand educational methods, and maintain pervasive ideological influence. These steps are crucial for continuously optimizing higher education. As the requirements for higher education deepen, it is necessary to further advance the concept of “Three-wide

Education”. By exploring implementation strategies for integrating “Three-wide Education” into higher education, we can improve the effectiveness of university operations and enhance the efficacy of student education.

2. The Connotation and Contemporary Value of “Three-wide Education”

2.1 The Specific Connotation of “Three-wide Education”

“Three-wide Education” encompasses three key aspects: comprehensive education, all-round education, and full-process education.

Comprehensive education starts from the perspective of the subject of educational actions, emphasizing the broad involvement of educational actors. It refers to everyone fulfilling their responsibilities in their respective positions, bearing the burden of conducting social moral education, thereby creating a rich educational environment. [1] Education is a systematic project that relies on the mutual assistance of various sectors and actors. This requires everyone to enhance their educational concepts, clarify their responsibilities, cooperate in educational tasks, and support each other to produce good educational outcomes.

All-round education, viewed from the temporal dimension, encompasses all parts that influence an individual’s physical and mental development throughout their growth journey. This includes family environment, daily living environment, social environment, and ecological environment. Since this paper focuses on the application of “Three-wide Education” in higher education, the emphasis here is on the comprehensive development of university students. [2]

Full-process education, viewed from the spatial dimension, promotes the education of

university students. It requires efforts from various fields, industries, and aspects, creating a broad framework that closely integrates explicit ideological education with implicit ideological education. By applying new methods and approaches, education is embedded into every corner of contemporary university students' daily lives, creating an environment where "everywhere is a classroom" and education can happen at any time, thus fostering students' all-around development.

2.2 The Contemporary Value of "Three-wide Education"

Comprehensive education is the prerequisite for the "Three-wide Education" concept. It requires all members to adopt an active learning mindset toward education. Only with this premise can the fundamental task of "establishing virtue and nurturing people" be implemented throughout all aspects of teaching, community activities, and family cultivation according to the "Three-wide Education" concept. All-round education and full-process education are the methods and approaches of educational work. The entire educational process requires not only the participation of all personnel but also the mobilization of comprehensive educational resources. In summary, comprehensive education, all-round education, and full-process education form an integrated whole, with the three elements collectively constituting the higher education management system. [3]

3. Feasibility of Integrating "Three-wide Education" into University Curricula

3.1 Multidimensionality

The "Three-wide Education" concept emphasizes the integration of family, societal development, and various aspects of higher education. It is crucial for educators and administrators to understand that education should be conducted collectively across all levels, rather than being the sole responsibility of any single entity. Due to the segmented and participatory nature of the educational process, each aspect bears a range of responsibilities. Certain educational tasks cannot be successfully completed by higher education institutions alone; they require the

International Conference on Humanities, Social and Management Sciences (HSMS 2024)

coordination and support of all parties involved. This multidimensional advantage facilitates the integration of "Three-wide Education" into university curricula.

3.2 Clarity of Objectives

"Three-wide Education" is characterized by clear objectives, aiming to cultivate university students into well-rounded individuals with moral, intellectual, physical, aesthetic, and labor education. This aligns with the goals of university curricula, which focus on the comprehensive development of students. "Three-wide Education" calls for proactive coordination among different fields, where various activities can yield distinct outcomes. Under conditions of clear and consistent objectives, enhanced communication, mutual supervision, and collaborative management among different levels are conducive to achieving the educational goals of universities.

3.3 Coordinated Orderliness

Traditional university education often encounters chaotic situations. "Three-wide Education" offers a more systematic and effective approach to coordinating and communicating among different parts, ultimately leading to organized and orderly classroom teaching. This approach seeks to foster talent from multiple perspectives, ensuring that each stage of the educational process, which spans a considerable period and involves numerous students with clear and consistent goals, can independently assume responsibility even without direct communication between sections. This enhances the achievement of educational objectives. Meanwhile, various levels can actively and systematically engage in the educational process. [4] Moreover, as universities are pivotal in talent cultivation, the educational tasks focused on high-level talent are concentrated in these institutions. Universities must have a clearer and deeper understanding of the goals of the "Three-wide Education" system, effectively aligning the relationship between university students and societal development. By integrating "Three-wide Education" into university education, systematically realizing the goal of nurturing national talents, and approaching issues with a developmental and dialectical perspective, educational work can progress

towards scientific and rational development.

4. The Value of Integrating “Three-wide Education” into University Curricula

4.1 Enhancing the Quality of University Teaching

Today’s university students, primarily from the “post-2000” generation, thrive in an era characterized by dynamic thinking and vast information channels provided by the internet. Traditional educational methods no longer suffice to meet their needs, necessitating significant improvements and updates in higher education approaches. To address these challenges, “Three-wide Education” should serve as the guiding principle for educational work. This involves exploring holistic educational methods and integrating these concepts into university education and management, thereby strengthening the cultivation of ideological talent and enhancing the professional capabilities of educators. By implementing comprehensive education throughout all stages, leveraging multidimensional educational pathways, and utilizing implicit educational resources, “Three-wide Education” promotes the collaborative development of ideological and course content. This alignment with contemporary ideological work requirements encourages students to actively engage in learning and research. It also enables teachers to innovate their educational methods, utilizing new platforms to develop educational plans and social practices that reflect the characteristics of the new era, ultimately improving the quality of ideological and political courses. [5]

4.2 Fulfilling the Fundamental Task of Establishing Virtue and Nurturing People

“Three-wide Education” is an effective strategy for ensuring that universities achieve the fundamental task of establishing virtue and nurturing people. Philosophically, establishing virtue and nurturing people is an essential requirement, and “Three-wide Education” provides the means to achieve it. These elements are interlinked, transforming theoretical knowledge into vibrant practical activities. By offering a method to integrate theoretical and practical aspects, “Three-wide Education” ensures the successful completion

of establishing virtue and nurturing people tasks. This approach necessitates the integration of all available resources within and outside the university to support the mission of establishing virtue and nurturing people. It emphasizes teaching resources, involving all stages of moral education within the university, and leveraging the contributions of teachers and counselors. Additionally, it calls for the integration of additional educational resources [6], such as the campus environment and online platforms, to fully support the goal of establishing virtue and nurturing people.

4.3 Cultivating a New Generation for the Era

China has entered a new era with fresh developmental directions. Under these new circumstances, the demand for talent across various fields and industries is continually increasing. Cultivating new-era talent is crucial for the nation’s international competitiveness and the realization of the “Chinese Dream.” Higher education quality plays a decisive role in nurturing high-quality talent, making it a key method for talent cultivation. [7] As society evolves towards diversification, some young people are influenced by Western ideologies, leading to a weakening sense of patriotism. Therefore, universities must prioritize addressing the misalignment between education and national ideology, enhancing the quality of talent cultivation, and nurturing a new generation aligned with contemporary values and national aspirations. [8]

5. Effective Strategies to Enhance University Education Work from the Perspective of “Three-wide Education”

1. Strengthening the talent team to realize the joint management of all-inclusive education. The school leadership, faculty, and counselors should all embody the essence of education in their interactions and responsibilities, encouraging the participation of all staff members to create a unified educational environment on campus.

Firstly, it is beneficial to maintain adherence to the unified leadership of the state, which holds the responsibility for the overall planning and macro-level adjustments in education work. During the orderly conduct of education work,

the leading role of the state remains firmly established. Strengthening grassroots organization construction and introducing new energy into the national team contribute to this effort.

Secondly, the enhancement of the capabilities of the counselor group is important. Counselors are encouraged to clearly understand their educational responsibilities, engage in self-regulation and reflection, and develop innovative capabilities. Integrating education from the perspective of daily management is also valuable. The counselor group represents a crucial component of the fundamental task of establishing virtue and nurturing people, undertaking various educational activities in practical education, skill training, and character development. The quality and ability of educational work targets significantly influence the completion quality and level of moral education tasks in higher education institutions.

Furthermore, enhancing the professional quality and moral standards of ideological educators is crucial. These teachers, who are directly responsible for imparting foundational moral knowledge to students, significantly influence the development of students' values and moral habits. The effectiveness of ideological courses hinges on the teachers, whose initiative, conscientiousness, and creativity are vital. Six key requirements for these teachers are: strong national loyalty, deep emotional commitment, innovative thinking, broad perspectives, strict self-discipline, and upright character. Only with unwavering conviction can they effectively guide students in understanding Marxist-Leninist ideology and foster steadfast ideological beliefs in them. [9]

Lastly, the utilization of the leading role of student members in nurturing key student groups can be advantageous. Student leaders, as a group with high ideological standards, benefit from engaging in self-regulation, self-management, and self-monitoring. This conscious improvement of their ideological and cultural levels aids them in deeply and comprehensively understanding relevant professional knowledge, transforming theoretical knowledge into social practice. Additionally, they play a positive role in exemplary education by guiding other students in the study of moral theories.

2. Adhering to Student Development Needs and Promoting Comprehensive Educational Integration

In the practical stages of educational work, universities typically focus on the transitional periods of freshman year and senior year, often neglecting the middle phases of student development. However, holistic student development is a gradual process. Universities should provide targeted educational guidance throughout each stage of a student's academic journey, ensuring educational efforts encompass the entire developmental process.

Freshman Year: As students enter university, educational activities should center around adapting to the new environment. This includes orientations, welcome ceremonies, and introductory seminars to help students integrate into campus life and gain a better understanding of their academic programs.

Sophomore and Junior Years: With a year of adjustment behind them, students are familiar with the campus environment. This period should focus on development, selecting and nurturing active participants through innovation and entrepreneurship activities, academic competitions, practical projects, and volunteer programs. These initiatives cultivate moral character and strengthen beliefs, guiding students to solidify their ideals and convictions.

Senior Year: Facing the pressures of employment and graduate exams, educational activities should emphasize personal growth. This includes job experience sharing sessions, career development planning, and professional ethics courses to help students establish clear and ambitious career goals. Under guided mentorship, students are encouraged to pursue proactive learning and cultivate a diligent and enterprising spirit. Practical activities should continuously enhance their comprehensive abilities, allowing them to achieve social value while realizing their self-worth.

To effectively meet students' genuine needs, educational work must align value leadership with the specific concerns students face in societal contexts. By integrating the enhancement of comprehensive abilities with the realities of entering society, students can truly understand the importance of educational work, fostering proactive learning and research, thereby improving the overall effectiveness of education.

3. Expanding Educational Pathways and Upholding Comprehensive Ideological Integration

Firstly, the campus environment is a crucial implicit educational resource. Compared to explicit educational methods like classroom teaching, the covert, open, and timely nature of the campus environment makes it easier for the educated to accept, thus producing better educational outcomes. Traditional higher education often emphasizes explicit educational methods while neglecting implicit ones. In fact, combining explicit and implicit education can further enhance educational effectiveness. Strengthening the organizational construction of educational campuses and continuing to leverage traditional publicity tools such as school newspapers, campus internet, and corridors are key. The focus should be on promoting the construction of campus education platforms, synchronizing education on campus screens, news broadcasts, and teachers' and students' mobile phones. Inviting outstanding individuals to campus for educational campaigns, cultivating campus role models, and intensifying educational efforts are beneficial steps.

Secondly, the internet's transmissive and diverse nature provides various information within an open domain, meeting the diverse learning needs of university students. Higher education institutions can harness the advantages of the internet to integrate educational resources and build educational resource platforms. 1. Establishing educational theme websites containing classic works and providing relevant reading materials for students of related majors can facilitate their studies. 2. Catering to students' interests through the reading of classic works can enhance their cultural identity and understanding of Chinese society. 3. Setting up newspaper columns can offer students insights into socio-economic developments. As university students rarely follow the news, encouraging them to read newspapers can fill this gap. 4. Increasing content themed around red literature and red spirit on websites can provide moral education through the reading of such literature and personal stories. In website design, incorporating articles, images, and videos in diverse formats can attract students' interest, increase participation, and boost website traffic, comprehensively

meeting students' learning needs.

Lastly, students are susceptible to mixed information and various social ideologies on the internet, which can easily lead to deviations from core social values. This is contrary to the nation's emphasis on the moral cultivation of university students. University students, with their knowledge reserves, are open to new things, and platforms like WeChat, Weibo, and TikTok are gradually becoming information collection sources for them. Teachers can interact with students and provide psychological counseling based on their psychological states. Students can immediately communicate with teachers to address psychological issues as they arise. Additionally, platforms like WeChat, Weibo, QQ, and TikTok can be used to publish articles on mental health education, distribute health-related questionnaires, and disseminate knowledge about psychological well-being. Universities should update their educational and teaching methods, recognizing that "Three-wide Education" is a primary approach for the development of higher education. A deeper exploration of theoretical research and an emphasis on the theoretical nature of educational content are important steps forward.

Given the challenges and long-term nature of implementing "Three-wide Education" in universities, it is essential for all staff to be well-prepared in terms of foundational knowledge and capabilities, designing an education framework that involves everyone, covers all processes, and is all-encompassing. Addressing current shortcomings in the "Three-wide Education" approach, the following strategies are proposed: For comprehensive education, it is crucial to strengthen the construction of the teaching team, enrich their foundational knowledge, and enhance their personal cultivation. For full-process education, efforts should be aligned with the developmental stages of students in different phases of their university life, enhancing the targeted nature of the educational process and making effective use of fragmented time for educational purposes. For all-round education, alongside innovating the educational environment, psychological education, and teaching methods, it is vital to fully integrate resources and maximize educational quality.

References

- [1] Sun Jianbo. Building the “Three Forces” Moral Education System and Fully Implementing the “Three-wide Education”. *Henan Education (Teacher Education)*, 2024, (07): 84-85.
- [2] Song Rui, He Hongyan. Integration and Inheritance of Traditional Chinese Culture in University Chinese Language Teaching. *Xinxiang Daily*, 2024-06-26(007).
- [3] Zhang Hong. The Value Implications, Realistic Dilemmas, and Relief Paths of the Second Classroom in University Sports in the New Era: A Case Study of Xingyi Normal University for Nationalities. *Journal of Minzu Normal University of Xingyi*, 2024, (03): 79-86.
- [4] Zhang Song. Research on the Construction of First-class Undergraduate Courses for Law Majors under the Background of “Moral Education and Collaborative Education”. *Academic Journal*, 2024, (21): 4-6.
- [5] Tang Weiqing. Exploration of Family-School Collaborative Education Practice Based on the Vision of Moral Education in the New Era. *Tao Xingzhi Journal*, 2024, (02): 50-53.
- [6] Chen Jiqing. Patriotism Education for Young University Students from the Perspective of Cultural Identity. *Insight·si*, 2024, (06): 38-40.
- [7] Huang Yuexi, Liu Haijuan. The Philosophical Implication of the Educational Concept of Establishing Virtue through Education. *Journal of Yunmeng*, 2024, 45(03): 87-93.
- [8] Qian Lijuan, Fang Xiru, Wen Shihao, Zhang Yan. The Triple Logic of Campus Cultural Education in Universities from the Perspective of Establishing Virtue and Nurturing People. *Educational Observation*, 2023, 12(34): 41-43+47.
- [9] Ruan Hao, Ding Zhongyan, Tu Hui. Information-based Exploration and Practice Supporting the Reform of “Three-wide Education” with Four-dimensional Evaluation. *Journal of Hubei Open University*, 2024, 37(12): 143-145.