

Exploration of Education for the Development of Party Members among Ethnic Minority Students in Universities

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ABSTRACT

It is of great significance to lay a solid foundation for the ideology of the Chinese nation community and strengthen the organizational training and development of minority students in mainland Chinese universities. Based on the cognitive thinking characteristics and cultural acceptance level of minority students, a research method combining questionnaire surveys and individual interviews was used to investigate the development of party members among minority students in a university in Guangdong Province. The research results reflect some objective problems: minority students have a strong willingness to join the party but the application rate is low, participation in party training courses is serious but the effectiveness is not satisfactory, and there is a lack of targeted training and inspection for minority student party activists. Therefore, it is necessary to further optimize the education model for minority students, improve the party member training mechanism, and cultivate more politically and ideologically qualified, and professionally competent minority student party members for the further development of socialist construction and national unity and progress.

KEYWORDS

Mainland Universities; Minority Students; Party Member Development Education.

1. INTRODUCTION

On September 27, 2019, General Secretary Xi Jinping made a profound summary of the glorious achievements and valuable experiences of the cause of ethnic unity and progress in China since the founding of New China, especially since the 18th National Congress of the Party. He summarized the profound connotation of the national view with the four words "diversity in unity". General Secretary Xi Jinping's national view mainly includes national equality, national unity, and national development, and must strengthen the training of young people from ethnic minorities based on this guidance, making them fully aware of the importance of national unity. For this reason, it is necessary to scientifically design training content and methods, increase efforts to train young cadres from ethnic minorities, and provide a good development platform for young people from ethnic minorities. The key to ethnic work lies in the Party, and the key lies in the people. According to the Party's internal statistical bulletin, a total of 205,500 new Communist Party members were developed in 2018, of which 21,400 were from ethnic minorities, accounting for 10.4%. At the same time, in order to promote economic and social development in ethnic areas, cultivate more qualified builders and successors, the country encourages exploring various forms to attract more minority students from ethnic areas to receive education in inland areas. In recent years, the number of minority students from various ethnic regions in mainland universities has been increasing year by year. In the process of educating and training minority students in mainland universities, it is necessary to fully consider the needs of minority students.

Recognizing the cognitive thinking characteristics and cultural acceptance level, exploring educational teaching methods that can balance general and specific aspects to improve the efficiency of education and nurturing. In the organization and development of minority students, it is necessary to research and develop effective methods and pathways with a targeted approach.

2. ISSUES AND REASONS ANALYSIS OF THE DEVELOPMENT OF PARTY MEMBERS AMONG ETHNIC MINORITY STUDENTS

According to data analysis, about 89% of minority students in mainland universities have a strong willingness to join the party, but only 32.7% of students actually submit party application forms. The main reason for this discrepancy is: First, there is a certain degree of fear and difficulty. Students worry that their academic performance may not meet the organizational development requirements and they cannot be selected as active party members, which is the main reason why students surveyed did not submit party application forms. Minority students in mainland universities prefer to be with students of their own ethnicity due to language and cultural background differences, resulting in less interaction and communication with Han and other ethnic minority students, putting them at a slight disadvantage in the selection process compared to Han students. Additionally, although in recent years, through central transfer payment funds to support comprehensive improvement of basic school conditions in weak compulsory education schools in minority areas such as Xinjiang, Tibet, Qinghai, Inner Mongolia, Ningxia, the education development level in these areas has been effectively improved, narrowing the gap with compulsory education development in mainland China. However, compared to mainland students, especially in terms of competitiveness, particularly in academic performance, minority students still lack competitiveness, so they need to put in more effort to become active party members through selection, which creates pressure and fear among a large number of minority students. Second, the motivation for joining the party shows a utilitarian tendency. From the research results, it can be found that some students join the party with biased motives, showing a utilitarian tendency, and are easily influenced and interfered with by external environments. Mainly, some students see joining the party as a way to improve their competitiveness in employment, to have a bargaining chip for finding a good job, and some students see joining the party as political capital, as a shortcut to becoming a civil servant or working in government agencies; some students will be influenced by factors from family, school, and society, etc. This will have an impact, as becoming a member of the Communist Party of China is seen as an honor and a task, showing a certain degree of blind obedience, leading to the individual's ideals and beliefs being easily shaken under the influence of external factors. When the results of joining the party do not align with the actual needs, their idea of applying to join the party may not necessarily translate into action. Third, freshmen have insufficient understanding of the procedures and requirements for joining the Party, missing the best application time. Students need to go through 25 steps from submitting the application to becoming a formal Party member, which takes a long time. Some junior students have expressed that if they apply after their junior year, it will be impossible to become a Party member before graduation. Considering factors such as course pressure, these students are not likely to easily choose to submit their Party application; while the academic pressure on freshmen is relatively less than on upperclassmen, they still face pressures such as adapting to a new learning environment and transitioning to new learning methods, resulting in a proportion of freshmen who have not submitted their Party application reaching 38.8%, which is higher than other grades. According to Table 6, only 10% of freshmen from minority ethnic groups have a good understanding of the basic procedures for Party member development, which is the most direct reason for the relatively low proportion of freshmen submitting Party applications, to some extent missing the best opportunity to be identified as cultivation targets by the Party organization.

3. STRENGTHENING THE DEVELOPMENT OF PARTY MEMBERS AMONG ETHNIC MINORITY STUDENTS: RECOMMENDATIONS FOR EDUCATION WORK

As a work that combines political, ideological, and professional qualities, party affairs work can adopt a multi-level, comprehensive training and usage model for innovative ethnic minority party cadres in higher education. Through the combination of training and practical activities inside and outside the school, the combination of theoretical study and teaching practice, and the combination of dual-way job rotation exercises between ethnic minority universities and mainland universities, continuously enhance the scientific, systematic work capabilities and professional levels of ethnic minority party cadres in the organization education and development and management of ethnic minority student party members.

It is necessary to effectively integrate ideological and political education with ethnic theory and ethnic policies Combining ethnic unity education. Minority ethnic student party members are limited by their own experiences, knowledge levels, religious beliefs, and ways of thinking, lacking sufficient discernment ability for various information from all aspects of society. They need to engage in dialectical thinking when facing various complex information. There is still room for improvement in the ability to identify the authenticity, background, position, and intentions of information. This requires mainland universities to strengthen the ideological and political education of minority ethnic students from the initial stage of entering school, allowing minority ethnic students to understand the party in a scientific and correct manner. Understanding the Party, agreeing with the Party, submitting the application to join the Party as soon as possible, to avoid the situation where minority ethnic students give up applying to join the Party after entering higher grades due to academic pressure. The lengthy process of applying to join the Party and the time for training, assessment are reasons for regret for minority ethnic students who give up applying to join the Party. For minority ethnic student Party members in higher grades who have already joined the Party organization, mainland university Party organizations should strengthen the propaganda and interpretation of Party's ethnic theories and policies, so that minority ethnic student Party members can have a better understanding of the development and construction of their hometowns and ethnic areas, better learn and master the skills needed to serve the development of their hometowns, and more firmly establish the determination to use their knowledge and abilities to contribute to the construction of socialism with Chinese characteristics and promote national unity and progress.

First, improve the continuity and effectiveness of party member training education for minority students. After minority students submit their party application, the grassroots party organization of their department should promptly communicate with the school party committee and jointly select experienced full-time counselors with rich experience in minority student education and strong sense of responsibility as their contact persons for training, to deeply understand the study and life situations of minority students applying to join the party.

And their ideological status, encourage and guide them to establish the correct motivation for joining the Party. Second, strengthen the daily education and management of minority student party members, guide them to better play a vanguard and exemplary role. After outstanding minority students join the party organization, it is necessary to establish a follow-up long-term management mechanism. General Secretary Xi Jinping emphasized the need to strictly educate and manage party members on a daily basis, so that party members can be seen in ordinary times, stand up at critical moments, and be brave in times of crisis, fully demonstrating the vanguard and exemplary role. Therefore, to improve the quality of minority student party members, it is necessary to carry out pre-party education and post-party education and management work, actively and practically solve the fundamental issues of "what kind of people to cultivate," "how to cultivate people, and for whom to cultivate people" in student education, and cultivate politically competent, professionally skilled, and capable backbone and leading talents for the economic development and social progress of minority areas.

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