

# Strengthen the research on ideological and political education strategies for "fixed Tibetan students"——Take Changsha Normal University as an example

Liu Chong   Ling Haihua

School of Mathematical Sciences Changsha Normal University, Changsha 410100;

**Abstract:** The cultivation of non-Tibetan students for employment in Tibet is an important part of the policy of education aid to Tibet, and most of the students are driven by policies to apply for the examination, and there are problems such as weak endogenous motivation, weak academic foundation, weak ideals and beliefs, and insufficient practical participation in the training process of "Tibetan students". Strengthening the ideological and political education of "Tibetan students" plays an important role in the cultivation of "Tibetan students", and through the construction of a four-dimensional integrated ideological and political education system of "ideological guidance, soul casting and empowerment, help and cohesion, and practice efficiency", the cultivation and transformation of "Tibetan students" from policy dependence to value internalization can be realized, so that "Tibetan students" can "stay and do well" in Tibet.

**Keywords:** non-Tibetan students; Dingzangsheng; Ideological and political education

**DOI:**10.69979/3041-0843.25.03.027

## 1 Introduction

In August 2020, General Secretary Xi Jinping emphasized during the seventh central work meeting on Tibet that "Supporting Tibet from the central government and nationwide assistance to Tibet is a consistent policy of the Party Central Committee, which must be adhered to long-term, summarized carefully, and innovated to create a new situation in Tibet's assistance work." The policy of directing non-Tibetan source students for employment in Tibet (referred to as 'Dingzang students') originated from the fourth educational aid meeting held by the Ministry of Education in 2002, which proposed that inland universities recruit non-Tibetan source high school graduates from central and western provinces each year for targeted admission, and assign them to fill the ranks of Tibetan officials after graduation. To further regulate the enrollment of non-Tibetan source students, the Ministry of Education issued the "Management Regulations for Enrolling Non-Tibetan Source Students for Employment in Tibet in Ordinary Higher Education Institutions" in 2005, which clarified policies regarding enrollment plans, application conditions, and admission. In 2016, the admission policy for non-Tibetan source students directed to Tibet was further adjusted and refined, and the policy has continued to be optimized from 2017 to the present. Helping this special group of students to develop comprehensively and grow is an important measure for universities to serve the overall national strategic framework and promote the development of Tibet.

## 2 The current situation of the ideology of "fixed Tibetan life"

"Tibetan students" refer to students who are not Tibetan students who are targeted to work in Tibet, and the school has signed a cooperation agreement with the Department of Education of the Tibet Autonomous Region for targeted training, and the students will go to Tibet to work after graduation for a service period of 5 years. Through questionnaire surveys and interviews with the "Tibetan students" who have graduated from school, we can understand their ideological status.

The motivation driven by policy preferences is the main motivation for applying for "fixed Tibetan students", due to the

admission policy of reducing scores, the foundation is relatively weak, and some students lack the internal drive to learn. Most of the "Tibetan students" have positive feelings about their identity, are proud of their identity, look forward to working in Tibet in the future, but are uncertain about staying in Tibet to work. During their time in school, most of the "Tibetan students" will take the initiative to move closer to the party organization, but some "Tibetan students" do not consider joining the party.

### **3 The main problems of ideological and political education for "fixed Tibetan students"**

#### **3.1 Policy-driven application, value recognition needs to be strengthened**

The application choice shows significant "policy dependence" characteristics, such as score reduction admission, tuition exemption, employment security, etc. Students lack a deep recognition of the social value and mission of grassroots work in Tibet, and are prone to problems such as lack of motivation and poor adaptability in the follow-up training process. At the same time, because of targeted employment, students often lack a clear career development plan and lack the motivation to actively explore career directions.

#### **3.2 The academic foundation is weak, and the learning efficiency needs to be enhanced**

Due to the admission policy of reducing scores, compared with the same class of students, the academic foundation of "fixed Tibetan students" is weak, because there is no pressure to find employment or further education, the learning attitude is relaxed, and the learning motivation is insufficient, which leads to high learning pressure in the follow-up study.

#### **3.3 If ideals and beliefs are not firm, adaptability should be improved**

"Tibetan students" signed the "Targeted Tibet Employment Agreement" when they entered the school, requiring them to serve in Tibet for no less than 5 years after graduation. Due to the difficult natural environment and cultural differences in Tibet, some students cannot work in difficult areas with peace of mind because of their weak ideals and beliefs. Some students choose to default after graduation or choose to default and leave before reaching the service period after joining the company.

#### **3.4 Insufficient practical participation, comprehensive ability needs to be improved**

Most of the "Tibetan students" have never been to Tibet and lack understanding of Tibet, especially the current situation of Tibet's customs, national culture and education, resulting in a disconnect in cognition. Due to the small size of the student group of "fixed Tibetan students", they have not been able to carry out social practice activities specifically for "fixed Tibetan students", and the general social practice is not highly targeted, resulting in low enthusiasm for "fixed Tibetan students" to participate and their comprehensive ability cannot be effectively exercised.

### **4 strengthen the ideological and political education strategy of "fixed Tibetan students".**

In view of the main problems of the ideological and political education of "Tibetan students", the ideological and political education of "Tibetan students" is strengthened by constructing a four-dimensional ideological and political education system of "ideological guidance, soul casting and empowerment, support and cohesion, and practice and efficiency".

#### **4.1 Ideological guidance and building a solid foundation of faith**

The choice to apply for the "fixed Tibetan students" is mostly affected by policy factors, and they do not have a deep understanding of the policy before entering the school, do not have a strong sense of responsibility and mission, and are not firm in their ideals and beliefs. Through ideological guidance, guide them to build solid ideals and beliefs.

##### **4.1.1 Strengthen the enlightenment education of "Tibetan students" to join the party**

The party organization is a natural platform for building a solid ideal and belief, and it carries out targeted enlightenment education for joining the party, guiding the "Dingzang students" to actively move closer to the party organization, participate in the training of party activists, continue to accept the party's education and edification, and

constantly strengthen their ideals and beliefs.

#### 4.1.2 Help "Dingzang students" to promote excellence into the party

In the four years from the enrollment of the "fixed Tibetan students" to the graduation of the "fixed Tibetan students", we should do a good job in the training and education of the "fixed Tibetan students" to join the party in a planned, step-by-step, and echelon manner, so that the training of party members and the training of "fixed Tibetan students" can be organically combined. ZHANG Yanbo, QIANG Tiangang. New Exploration on Strengthening the Ideological and Political Education of Tibetan Students: Educational Practice of Northeast Forestry University [J]. Academic Exchange, 2012, (01): 176-179. On the basis of meeting the basic conditions, the policy support for "Dingzang students" to join the party is given, their determination to join the party is strengthened, and their sense of identity and belonging to the organization is stimulated.

#### 4.1.3 Strengthen the education of the original mission of "Tibetan students".

Strengthen the education of the history of the Party, the history of the development of New China, and the history of the development of Tibet for "Tibetan students", guide students to deeply understand the political significance of "targeting Tibet", and establish a professional ideal of taking root in the border areas and serving the people.

### 4.2 Soul casting empowerment and stimulating endogenous power

In the cultivation of "fixed Tibetan students", the transformation from policy dependence to value internalization should be realized, and the identity of "fixed Tibetan students" should be enhanced, and their endogenous motivation should be enhanced.

#### 4.2.1 Formulate a training plan for "fixed Tibetan students".

Although the number of "Dingzang students" is small, they are indeed an important force serving Tibet. In order to do a good job in the cultivation of "Tibetan students", the college level can formulate the "Training Plan for Tibetan Students" throughout the four years of the university, and incorporate the development of party members, academic education, and quality training of "Tibetan students" into the overall deployment, so as to provide guarantee for the cultivation of "Tibetan students" from the system and measures. Research on the Cultivation and Development Mechanism of Targeted College Students in Tibet [J]. Knowledge Guide, 2015, (14): 39-40. DOI:10.14161/j.cnki.qzdk.2015.14.031.

#### 4.2.2 Strengthen the red education of "Tibetan students".

Relying on the advantages of the school's red cultural resources, after entering the school, the theme education with red culture as the main content will be carried out, the identity will be enhanced through the stories of the school's historical figures, and activities such as character story preaching, micro-party classes, and essay competitions will be carried out, so that the "Dingzang students" can draw strength from the school's red culture.

Carry out immersive experience education, go to Xu Teli Memorial Hall, Shaoshan, Changsha History Museum of the Communist Party of China and other red education bases to carry out on-site teaching activities, through immersive education, strengthen the political beliefs, mission and dedication of "Tibetan students" rooted in Tibet, and through the activity of "learning from Xu Shi Xu", with Xu Lao's educational thoughts, strengthen the sense of dedication and dedication, the spirit of hard work and the educational feelings of serving Tibet.

#### 4.2.3 Give full play to the demonstration role of excellent "fixed Tibetan students"

Give full play to the role of role models, explore the deeds of outstanding "Tibetan students", provide an exchange platform for new and old "Tibetan students" through "Dingzang students" salons, online meetings and other forms, and personally share their growth experience and work experience through outstanding graduating "Tibetan students", so that the "Tibetan students" in school can understand the work and living conditions in Tibet, stimulate the endogenous motivation of "Tibetan students" with vivid cases of excellent "Tibetan students", and realize the virtuous circle of "on-campus training-service to Tibet-feeding back to the alma mater".

#### 4.2.4 Enhance the identity of "fixed Tibetan students"

Strengthen policy publicity, clearly explain the policy of "fixed Tibetan students", explain in detail the policy background, rights and obligations, service period, etc. of targeted employment in Tibet, and guide students to establish a

spirit of contract. By holding activities such as the graduation farewell party of "Tibetan students" and the oath of taking root in Tibet, we will enhance the sense of identity of Tibetan students, strengthen their ideals and beliefs in serving in Tibet, and cultivate educational feelings rooted in Tibet.

### 4.3 Help and cohesion to enhance learning efficiency

Through the help of outstanding students and teachers, we can help the growth of "fixed Tibetan students", strengthen their skill level, and improve their professionalism.

#### 4.3.1 Establish a learning and support group

Establish a learning support group, give full play to the role of outstanding students, seniors and seniors in the class, pair up with "Tibetan students", promote the academic development of "Tibetan students" through pairing activities, solve the learning obstacles of "Tibetan students", help "Tibetan students" further establish their confidence in learning, stimulate their motivation to work hard, and ensure that "Tibetan students" complete their studies on time.

#### 4.3.2 Establish a mentor system for "fixed Tibetan students"

Outstanding teachers are selected to serve as academic tutors for "fixed Tibetan students", and the mentors provide "one-on-one" guidance to help "fixed Tibetan students" grow into talents. Li Siyuan, Sun Suya. "Party Building and Assistance" Leads to the Comprehensive Improvement of Tibetan Ethnic Students in Xinjiang: A Case Study of Runyuan College of Nanjing Audit University [J]. Southern Review, 2019, (10): 59-60 82. Combining the comprehensive guidance of teachers and students' independent learning, tutors regularly interact with "fixed Tibetan students" to understand students' thoughts, lives and learning conditions, help "fixed Tibetan students" improve their professional course performance, improve career development planning, improve subject competition ability, and actively participate in social practice, so as to strengthen the professionalism and education and teaching feelings of "fixed Tibetan students", and cultivate the mission of cultivating morality and cultivating people.

### 4.4 Practice efficiency and improve comprehensive literacy

In practical training, comprehensively improve the comprehensive ability of "fixed Tibetan students"; in club activities, enhance the team consciousness of "fixed Tibetan students"; In the practice of innovation, improve the innovation ability of "fixed Tibetan students"; In the cultural experience, strengthen the understanding of Tibetan culture by "fixed Tibetan students".

#### 4.4.1 Strengthen the practical training of "fixed Tibetan students"

Encourage "Tibetan students" to actively join various league organizations, participate in the work of student cadres, and enhance the awareness of volunteer service of "Tibetan students"; Encourage participation in various volunteer services, such as the summer "three trips to the countryside" social practice activities, so that they can transform from passive to active, and improve their comprehensive ability and literacy through work practice.

#### 4.4.2 Create a "fixed Tibetan student" school club

Establish a "fixed Tibetan student" on-campus club, combined with the characteristics of students' interests and hobbies and the training requirements of "fixed Tibetan students", and carefully plan the content of club activities based on Tibetan culture and the characteristics of normal students, formulate personalized plans, promote the exchange of "fixed Tibetan students" in the school, and cultivate a team of "fixed Tibetan students" with both professional ability and educational feelings. Through club activities, they can improve their organizational and coordination skills, so that they can better play an important role in serving Tibetan education after going to Tibet.

#### 4.4.3 Improve the innovation ability of "fixed Tibetan students"

Support "Tibetan students" to actively participate in the innovation and entrepreneurship training program for college students, actively carry out innovation and entrepreneurship competitions and discipline competitions such as "Internet", "Create Youth" and "Challenge Cup", and participate in teachers' innovation and entrepreneurship projects and scientific research projects to cultivate their innovation and entrepreneurship ability.

#### 4.4.4 Improve the cultural literacy of "fixed Tibetan students"

Carry out targeted cultural education activities to build a cultural education brand. Strengthen the publicity of Tibetan

culture, promote Tibetan culture through activities such as Tibetan New Year's parties and thangka paintings, and enhance the identification with Tibetan culture. Through the experience of Tibetan history, culture and folk customs, let them understand the special care of the party and the state for Tibet, understand the natural environment and human environment of Tibet, and enhance students' understanding and emotional connection with Tibet, so that "Tibetan students" can better adapt to the working and living environment of Tibet after going to Tibet.

## 5 Conclusion

To sum up, in view of the problems of weak endogenous motivation, weak academic foundation, weak ideals and beliefs, and insufficient practical participation of "fixed Tibetan students". By building a four-dimensional integrated ideological and political education system of "ideological guidance, soul casting and empowerment, assistance and cohesion, and practical efficiency", "fixed Tibetan students" can achieve identity in the freshman year, internalize the mission in the second and third years, and realize the transformation of ability in the fourth year. Finally, the cultivation and transformation of "fixed Tibetan students" from policy dependence to value internalization will be realized, from "policy-driven application" to "active rooting and dedication", and the sublimation from "cognition" to "recognition" to "practice" will be completed. Let the "Tibetan students" work actively after going to Tibet to serve the construction and development of Tibet, and then achieve the goal of national education aid to Tibet.

## References

- [1] Xi Jinping emphasized at the seventh central work symposium on Tibet: Fully implement the Party's strategy for governing Tibet in the new era and build a new socialist modernized Tibet that is united, prosperous, civilized, harmonious, and beautiful. People's Daily, 2020-8-30.
- [2] Xue Lijuan, Stingy Jianping. Some Thoughts on the Work of Tibetan Students Targeted to Non-Tibetan Students [J]. Tibet Education, 2014, (10): 27-29.
- [3] Ministry of Education of the People's Republic of China .Regulations on the Administration of Recruiting Non-Tibetan Students for Employment in Tibet [Z].2005-04-01.
- [4] Zhang Yanbo, Qiang Tiangang. A New Exploration on Strengthening the Ideological and Political Education of Oriented Students in Tibet: The Educational Practice of Northeast Forestry University [J]. Academic Exchange, 2012, (01): 176-179.
- [5] Wang Jizhou. Research on the Training and Development Mechanism of Targeted College Students in Tibet [J]. Knowledge Guide, 2015, (14): 39-40. DOI:10.14161/j.cnki.qzdk.2015.14.031.
- [6] LI Siyuan, SUN Suya. "Party Building and Assistance" Leads the All-round Improvement of Tibetan Ethnic Students in Xinjiang: A Case Study of Runyuan College of Nanjing Audit University [J]. South China Review, 2019, (10): 59-60 82.

2023 Changsha Normal University Party Building Work Special Key Topics: Party Building and Education: Research on Ideological and Political Education Strategies and Actions of "Fixed Tibetan Students" (Project No. : KE1023015);  
2024 Changsha Normal University Student Work Project: Research on the Learning Internal Drive and Countermeasures of Publicly-funded Normal Students (Project No. : XJXG202406)