

Research on the Role of Armed Department of College Party Committee in Campus Reintegration of Veteran College Students in the New Era

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Abstract: As a group of emerging intellectuals, veteran college students returns to school with the fine traditions and style of the troops, which not only brings new vigor and vitality to the campus, but also provides the school a great deal support in military theory teaching and new-age military training; while at the same time, the veteran college students also encountered a series of problems such as difficulties in interpersonal communication, academic disconnection, and employment pressure after returning to college or university. As a grassroots organization of the ruling party, party committee of colleges and universities is the core of the leadership of the whole school, and shoulders the heavy responsibility of selecting, cultivating and transporting qualified personnel for the party and the country. The armed department of college party committee is the main department directly supporting the work of veteran college students, and plays an important role in the veteran college students' campuses reintegration and healthy and comprehensive development. On the basis of summarizing and analyzing previous works, this paper sorts out the current situation of national resettlement policy for veteran college students, expounds the opportunities and challenges of campus reintegration faced by veteran college students in the new era, and proposes the purpose, significance, strategies and suggestions for education and management of the veteran college students by the armed department of college party committee. The study results of this paper provide a reference for the further research on campus reintegration of veteran college students.

1. Introduction

Some of the military recruits in the conscription mechanism were collected from college students at all levels of higher education. These college students were enrolled in the army after voluntarily enrolling and passing strict medical examinations and political examinations. Since these soldiers were enlisted in the absence of higher education, they returned to their former higher education institutions to continue their higher education after completing their service to complete the established courses and studies. After years of development and improvement of the recruitment process including the mechanism for enrolling college students, the number of college students who have returned to school at all levels of higher education is fast increasing. After the returning college students return to the campus, due to the large gap between the study and living environment and the living and working environment during the enlistment, the veteran students who return to re-education will encounter some psychological confusion and challenges, such as the unfamiliar knowledge of curriculum and the re-adaptation of campus management mechanism. In the management of college students, colleges and universities should establish a perfect mechanism to help these college students adapt to campus life as soon as possible, integrate into the life and learning environment of college students, and actively complete higher education [1].

Generally speaking, the students who retired from college are generally required to progress and be positive. After returning to school, the veteran college students have great differences in terms of their thoughts, personality, and psychology compared with ordinary students. In terms of ideological consciousness, after the training of college students who have returned to school, they have generally improved their ideological consciousness, political position and ideals and beliefs. They are more concerned about national events and social issues, have a sense of justice, and have the ability to distinguish between right and wrong. Strong sense of collective honor and

responsibility; in terms of personality, these students are generally full of individuality and ideas, can play their own subjective initiative, and plan their own university life; psychologically, they can handle problems independently, and their minds are more common. The students are more mature and stable, and the quality of the will is better tempered, and they can adapt to the new environment faster. Higher vocational colleges should establish and improve the management mechanism for the veteran student group, conscientiously implement the special care and resettlement policy, pay attention, training and guidance in learning and life, and should also actively build a platform to encourage students who are veteran to give full play to their advantages. Participate in the school's national defense education, conscription work and ideological and political education, so that the most valuable experience in their life becomes the source of motivation for the students around [2].

On the basis of summarizing and analyzing previous works, this paper sorts out the current situation of national resettlement policy for veteran college students, expounds the opportunities and challenges of campus reintegration faced by veteran college students in the new era, and proposes the purpose, significance, strategies and suggestions for education and management of the veteran college students by the armed department of college party committee. The study results of this paper provide a reference for the further research on campus reintegration of veteran college students. The detailed chapters are arranged as follows: Section 2 describes the current situations of school campus reintegration of veteran college students in the new era; Section 3 proposes the role, strategies and suggestions of the armed department of college party committee in education and management of the veteran college students; and Section 4 is conclusion.

2. Current situation of campus reintegration of veteran college students in the new era

Due to the differences in age, ideology and living habits, and the study of shifting classes, veteran college students are reluctant to actively communicate and cannot be integrated. In addition, the mainstream ideas such as political responsibility, ideology, disciplinary concepts, and fighting spirit emphasized by the military are incompatible with the loose habits of the university and the diverse cultural thoughts. Sudden changes make them unable to adapt to the life and culture of the university campus, and there will be ideological problems. Compared with ordinary college students, the veteran college students will have a strong sense of falling. Colleges and universities are places to teach cutting-edge knowledge. Teachers should constantly master the latest knowledge in the field they are engaged in. Therefore, it is necessary to receive regular training and participate in academic exchanges. Colleges and universities should provide necessary material security for teachers' business training and scientific research work, establish a training mechanism appropriate to the training objectives, and continue to educate teachers on a regular basis, and send military course teachers to military academies in a planned, purposeful, and organized manner. Learning and further education ensure that each teacher can continuously acquire the latest knowledge, improve the teacher's knowledge structure, and improve the teacher's teaching level and scientific research ability [3].

The college students who have returned to school are replaced by military training and obedience to life. When they change from military life to university life, most of these students gradually lose their autonomy and solve problems independently. They are more receptive to rigid commands and less effective in thinking and solving problems with flexibility. In the process of interacting with them, they found that they had better expectations for teachers and class cadres, often asked questions in the form of requests, and were temporarily unable to adapt to the relatively relaxed atmosphere of colleges and universities. Although these behaviors show their respect for the teachers, they are worthy of praise. But they also reflect that these students have not adapted from military camp life to university life. They are extremely dependent on the guidance and arrangement of teachers. It is not easy for students to stay independent development in colleges and universities for a long time.

For the college student group, joining the army has also become an important experience in the process of life development, and it also has a very obvious exercise effect on college students.

According to the survey, the veteran college student returning to school is more prominent on the campus than the average college student. On many important issues, the veteran college soldiers can shoulder the heavy burden and play an important role. College students are more willing to relieve pressure on study, career choices and economics by joining the army. The military camp itself is an important direction for future employment. Through becoming a soldier, college students have the opportunity to serve in the military for a long time, not only can they acquire many necessary skills in the military, but also You can also get the corresponding allowances and subsidies, which is more attractive for college students from poor families. In addition, college students can gain education and support in both the school and the military by participating in the military, which is very helpful for their own quality improvement, and can better solve their future development direction.

3. Role of the armed department in campus reintegration of veteran college students

School's armed department should actively publicize and explain the state's policies and conditions for returning to school, so that college students enrolled in the military can have a deep understanding of relevant policies and let the participating college students join the army wholeheartedly. The armed department of the college party committees should make a good return to school. When the students return to school, the deputy secretary of the party committee responsible for student work should personally convene a coordination meeting of the relevant department leaders to ensure that the compensation and pensions of the policies are implemented [4]. Military theory is an important part of national defense education and is directly related to college students' understanding of military and national defense. Although military theory belongs to public courses, it is an important way for the state to train college students with military theoretical knowledge and national defense consciousness. In view of the problems of large class teaching, lack of teacher management, and unsatisfactory assessment in the current military theory courses, local colleges and universities should adjust the teaching class and perform accurate assessment. In view of the current shortage of class schedules in military theory courses and the lag of teaching methods, local colleges and universities should fully demonstrate the rationalization of class hours, change single and lagging teaching methods, and introduce modern and diversified teaching models [4].

The growth of college students' soldiers after returning to school requires ideological guidance, spiritual motivation and humanistic care. The armed department of college party committee should establish a personal file for each college soldier who returns to the school, and the education that guides them to integrate into the campus into the extended scope of national defense education. The armed department of the party committees of colleges and universities should strive to provide care for the veteran college students, provide them with display platforms during the large-scale festivals y, and give them more opportunities to display in the national defense education series activities, so that they can actively display on campus. The educational process of guiding college students to integrate into the campus is also a process of re-educating other college students. It can better combine university education, youth mission, and national defense education, and promote the mutual understanding between the college students and other students, learn from each other, and improve together. Veteran college students realize their own development in participating in campus cultural activities.

The construction of a long-term professional skill training mechanism can train college students who are returning to school to carry out ideological and political professional theoretical knowledge and necessary teaching skills, so as to realize the ideological and political education of college students who are veteran and active in addition to participatory and practical teaching activities. The role of the armed department of college party committee in campus reintegration of veteran college students is in shown in Figure 1. Knowledge education activities come. Political knowledge education activities come. The construction of the training mechanism can be organized through the school to organize regular training of ideological and political theory knowledge, or to assign specialized teachers to be responsible for the teaching and guidance of the ideological and political knowledge of the students who are veteran from the school, and to provide professional knowledge

and skills for the veterans who wish to participate in the ideological and political teaching of colleges and universities in the future. Schools can also give full play to the advantages and strengths of these veteran college students. For example, in the aspects of new military training, national defense education, and propaganda of national conscription policies, the role of these veteran students will be played through the bidding of student organizations and organizations to undertake tasks. In the specific practice of the work, the author specially hired several students who were veteran from college to be newly recruited as new instructors, assisted the instructors hired by the armed department of the school and the secretary to lead the new students to complete military theory and military skills training tasks [5].

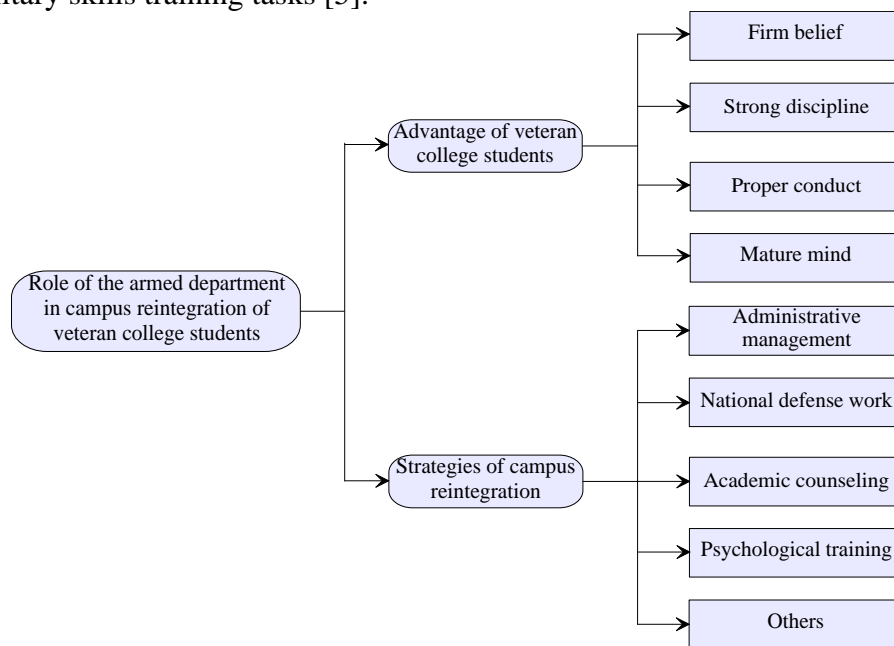


Figure 1 Role of the armed department of college party committee in campus reintegration of veteran college students

Organize the veteran university student soldiers to serve the recruitment and mobilization work. In order to speed up the modernization of the military and national defense, the proportion of recruiting students in colleges and universities has increased year by year, and the pressure of recruiting work in colleges and universities has also increased. The veteran university student soldiers, as practitioners and beneficiaries of college recruitment, play an important role in promoting college recruitment. The veteran college soldiers have a deeper understanding of the university recruitment policy. As the beneficiaries and experiencing of these policies, they have indisputable persuasion when they mobilize their classmates to join the army. Moreover, the military career has created a strong life for the veteran college soldiers. Physical strength, tenacious perseverance and unique personality charm, these valuable treasures that will benefit the whole life will also attract students from all walks of life to join the army. At the same time, after returning to school, they can successfully complete their studies. Some continue to study and read blogs, and some find success smoothly. The work directly dispelled the concerns of the students around the school about their academic development (Liu Gang).

4. Conclusions

On the basis of summarizing and analyzing previous works, this paper sorts out the current situation of national resettlement policy for veteran college students, expounds the opportunities and challenges of campus reintegration faced by veteran college students in the new era, and proposes the purpose, significance, strategies and suggestions for education and management of the veteran college students by the armed department of college party committee. After returning to college, the veteran college students were enrolled in the environment and enlisted during the

period. The construction of a long-term professional skill training mechanism can train college students who are returning to school to carry out ideological and political professional theoretical knowledge and necessary teaching skills, so as to realize the ideological and political education of college students who are veteran and active in addition to participatory and practical teaching activities. The armed department of the college party committees should make a good return to school. The educational process of guiding college students to integrate into the campus is also a process of re-educating other college students. When the students return to school, the deputy secretary of the party committee responsible for student work should personally convene a coordination meeting of the relevant department leaders to ensure that the compensation and pensions of the policies are implemented. When retiring college students, a perfect mechanism should be established to help these college students adapt to campus life as soon as possible, integrate into the life and learning environment of college students, and actively complete higher education.

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