

Research Article

Research on the Practice and Strategy of Community Cultural Education Under the Common Prosperity

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Abstract

Haining is located in the Hangjia Lake Plain, and its economic development is rapid. With the surrounding demolition and the surplus labor of rural areas, the phenomenon of "aging aging" and "population gathering" are becoming more and more prominent. Chinese society is in a period of important transformation, diversified value collisions, and complex social environment. Therefore, the construction of targeted communities has gradually attracted much attention. Essence. With the goal of achieving common prosperity, this paper explores the practical forms and strategies of community cultural education in promoting the development of common prosperity for community residents, managing community residents, and enhancing cultural literacy. Through practical implementation, research and statistics, analyze the current resource allocation, activity development, and resident participation in community cultural education. Fully leverage the educational resources of local universities, combine with regional cultural backgrounds, and carry out community cultural education practices with traditional culture as the core. Research has found that community cultural practice education through school local collaboration can stimulate residents' sense of participation and creativity, enhance cohesion and centripetal force, and promote harmonious community management. The study proposes corresponding strategies and suggestions from three aspects: community, local universities, and government, which helps to promote the efficient and sustainable development of community cultural education.

Keywords

Common Prosperity, Community Cultural Education, Practical Form; Strategy, Campus Local Collaboration

1. Introduction

General Secretary Xi Jinping emphasized that my country's modernization is the modernization of material civilization and spiritual civilization. Combining wealth is the rich people's material life and spiritual culture [1]. To achieve common prosperity not only requires the people's material and economic needs, but also to meet the increas-

ingly prominent cultural needs and emotional needs of urban and rural people [2]. Chinese society is in a period of important transformation, diversified value collisions, complex social environment, and large changes in people's thoughts. It is urgent to give play to the form of educating people in "cultural channels" to achieve "cultural leadership". There-

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fore, targeted community construction has gradually attracted much attention, and "community education" has become one of the important issues that need to be solved in the new development process of urbanization. The excellent and profound Chinese traditional culture is an inexhaustible driving force for the sustainable development of the Chinese nation [3]. Therefore, exploring the "culture" education practice under the common prosperity and enhancing the influence of outstanding cultures among the people is an important measure to promote the common prosperity of the people's spiritual life. Based on the context of common prosperity, this project starts from the cultural characteristics of Haining regional, and in Haining's "Kotong Village and Hongjin Village", which has carried out the theme of "dyeing art" through cultural appreciation, practical experience, exchange and cooperation, etc. Education practice courses and activities. The community culture and education that explores the "traditional cultural theme" has the positive role and influence of community masses, community management and realization of common prosperity.

2. Haining Community Cultural Education

2.1. Geographical Location, Population Structure and Other Situations

Geographically, Haining is located in the Hangjia Lake Plain. Except for Haining City, the main towns are adjacent to Linping District and Qiantang District of Hangzhou City. The urban-rural areas are obvious. Economically, it is affected by Hangzhou's economic radiation and industrial transfer, and has undertaken a large number of economic resources in Hangzhou. In terms of population, based on factors such as Hangzhou-based regional and industrial transfer, in addition to local residents in the population structure, the newly added personnel of the mobile population are obvious. In recent years, Haining's urbanization has developed rapidly. With the surrounding demolition and rural surplus labor, the phenomenon of "aging aging" and "population gathering" are becoming more and more prominent. At the end of 2023, among the city's permanent population, the urban population was 776,500, the rural areas were 325,100, and the urban population accounted for 70.5% of the permanent population. With the increase of the urban population, the community issues that followed gradually became prominent. As an important part of urban and rural management, the community has a "community cultural education activity" and has a direct impact on improving the cultural literacy of urban and rural people, enhancing the harmony of the community, and promoting the wealth of spirit [4].

2.2. The Status Quo of Haining Community Education Activities

During the research process, 20 questionnaires were collected through the offline community visits and seminars, and 68 online questionnaire materials were collected. It was found that the current "community education" has the following problems in three aspects: education form, education content, and education courses:

First of all, the general form of community education is to organize education based on offline community staff, and lack information about online education in informationization and digitalization. This has led to a certain limit of time and form of community education. Time and place can be carried out. Due to the time affected by the time of concentrated community education, it is easy to cause shortcomings and fragmentation, which affects the effects and sustainable effects of community education. According to data, inconvenient, no time is the main factor for participating in community activities, accounting for 60.29%. The second is that the activities do not like, lack of attractiveness and single form, accounting for 20.59%, 22.06%, and 19.12%, respectively. The proportion of no help or feelings is relatively low, 5.88% and 11.76% respectively (see Figure 1). Taken together, the attractiveness of time arrangements and activity content is the main factor affecting participating in community activities.

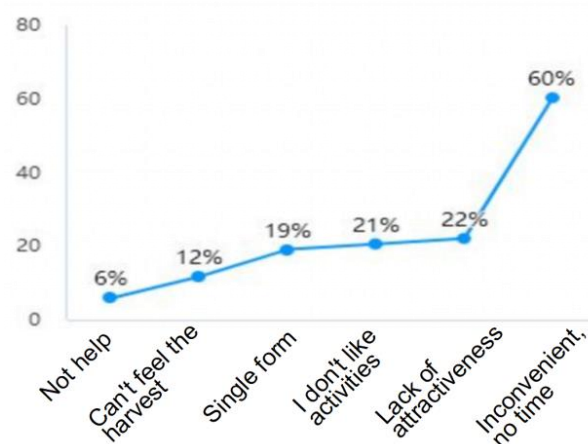


Figure 1. Affects the proportion of community activities participation factors.

Second, community education content. At present, the content of community education is mostly based on safety education, family ethics, community folk customs, and important holidays. It lacks complete and systematic "curriculum education" content. Community education content is mainly in the hands of educators, and community education is carried out with personal experience and proficiency. Therefore, there are staged and instability in community education activities or content. The purpose of community ed-

ucation, the depth of education content, and the impact of cultural value cannot continue, and it is difficult to form a "standardized community education system." According to data, the community activity form that participants most hope to carry out are interactive activities of practical experience, accounting for 69.12%. Followed by the popularization of knowledge, it accounts for 55.88%. The popularity of traditional cultural experience activities, living education activities and parent-child interactive activities is 51.47%, 45.59%, and 42.65% (Figure 2), respectively.

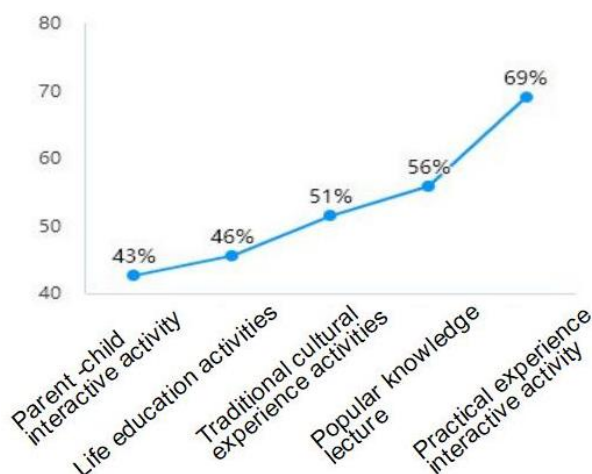


Figure 2. The proportion of the community mass for the content and form of community cultural education activities.

Finally, in terms of community cultural education courses. Community educators are currently very dependent on community staff. Teachers who carry out courses are some folk handicrafts and non-genetic inheritors except community staff. On the one hand, because such community educators are non-professional education teachers, they cannot ensure stable and efficient community education, and there are greater uncertainty. On the other hand, due to the phased and short-term community education model, it is difficult to form an effective and complete community culture "education course". Therefore, the community masses are limited by conditions such as time, space, education teachers, and community staff, which affects learning "enthusiasm", "initiative", and "effectiveness", and at the same time cannot truly play the influence of community cultural education.

The data shows that for the understanding of "common prosperity", the proportion of "economic, material wealth" and "dual prosperity of material spirit" are 76.47%, "cultural literacy, rich economic ability" is 67.65%, "everyone is rich" It accounts for 50%. It shows that most people believe that common prosperity includes both economy and material wealth, as well as spiritual prosperity, and dual wealth of cultural literacy and economic capabilities (see Figure 3). Among the conditions that need to be met in common wealth, economic development is selected as the most important factor,

accounting for 89.71%, followed by educational and cultural construction, accounting for 83.82%, and the proportion of policy support is 85.29%. Social notarization is 72.06%, while other conditions account for 10.29%. In summary, economic development, policy support, and education and culture construction are considered important conditions for the realization of common prosperity (see Figure 4).

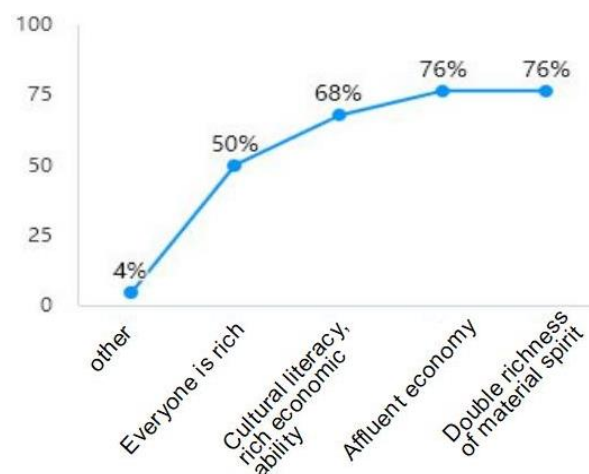


Figure 3. The community masses know the common prosperity of the society.

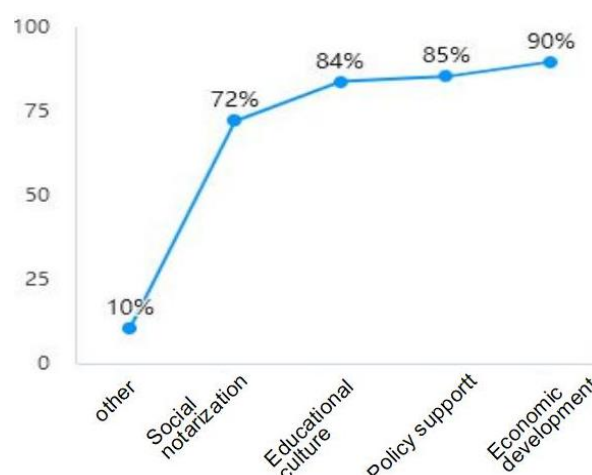


Figure 4. The community masses for the realization of common prosperity.

3. Community Education Practice Based on Non-heritage "Tie-dye"

"Community education" is the organic combination of school education and social education. It is a high-efficiency form of college education resources. It is conducive to promoting the harmonious development of regional economy and society. It is one of the important carriers for building lifelong learning and national learning [5]. "Ke Tong Village and Hongjin Village" are located in Xucun Town and

Chang'an Town, Haining City. The two villages are near Linping District, Hangzhou. The economic development is rapid and rural construction is good. In recent years, with the increase in retired elderly groups and the advancement of rural planning, there are more and more people in the community, children and other people. Therefore, how to meet the physical and cultural needs of more communities during the leisure of the community, how to meet the material conditions of the community. One of the important contents. This project fully combines the high-quality educational resources of the "local universities". In response to the regional environment and humanistic characteristics of the two villages, the theme of the event has carried out the theme of community cultural education and practice with the theme of "traditional culture".

3.1. The Emotional Resonance of the Education Content

Due to the differences in the objects and venues of community education, community education is different from ordinary education and teaching activities [6]. In terms of the choice of "education theme, education content, and form", we need to fully consider the background of the community's age and culture of the community. Before the beginning of the community education practice activities of this project, many aspects considered Haining's historical characteristics and traditional culture, starting from the historical background of Tongxiang Blue Printing Flower, Haining Mulberry Silkworm, Haining Leather and other historical backgrounds. The introduction of the traditional "tie-dyeing

skills" community education theme is both different from Haining Blue Dye and connected. Community education is conducted in the design of the curriculum design. By recalling the textile history of Haining, the connection between the tie-dyeing and Haining is constructed. By leading the community residents to understand the similarities and differences between the tie-dyeing and the Tongxiang blue printing cloth, they all look for the history and humanities together, and promote the Chinese inheritance and weaving. Charm and value. Combined with the traditional culture such as blue printing and blue clips in Zhejiang itself, the connection between tie dyeing and the people of Haining is constructed, so as to improve the interest of community residents in culture, emotion, and history. Through the teaching methods such as graphic, video, video, etc., introduce the art background and characteristics of tie-dyeing and dyeing, and gradually understand and understand the similarities and differences between tie-dyeing and blue dye (see Figure 5). In the end, the "science and technology" was introduced into the teaching link, and the characteristics and principles and applications of tie-dye oxidation were analyzed from the perspective of modern chemical knowledge. Combining art with science to enhance the inheritance of the community's mass culture, further understand the relevant knowledge between natural science and culture and art, and enhance the connotation and influence of community education. The entire community activities are introduced from context → cultural identity → emotional co-construction → knowledge improvement → practical experience, which fully mobilize the enthusiasm and participation of the participants.



Figure 5. The practical process and form of the community community community.

3.2. Interactive Exchanges in the Form of Community Education in Hongjin Village

Sociological theory proposes that social functions include functions such as integration, communication, orientation [7]. Because community education has certain social functional attributes, the form of community education needs to help enhance the friendship, interaction, exchanges between residents of the community, and strengthen cohesion. The tradi-

tional educational days of "Mother's Day" are cleverly combined with the "Mother's Day" in the cultural education activities of Hongjin Village. The community education of traditional tie-dyeing art combines theoretical explanations with practice in form. For the activities and content of the activities of the community education differently in time, the goal of interacting with parent child interaction. Focus on the explanations of different processes in the form of video and pictures to attract the attention and readability of parent-child. Through the participation of teachers and students,

teachers and students jointly practice demonstration, guidance, and production to improve the purpose of communication and communication of community education. Through parent-child cooperation and sharing forms to understand and

communicate with each other, it can further enhance the emotional exchanges between people and parent-child people in different communities, and reduce the life barriers and cognitive misunderstandings caused by the times (see Figure 6).



Figure 6. Hongjin Village Mother's Day to carry out community education practice.

3.3. Research and Analysis of Community Culture and Education Practice

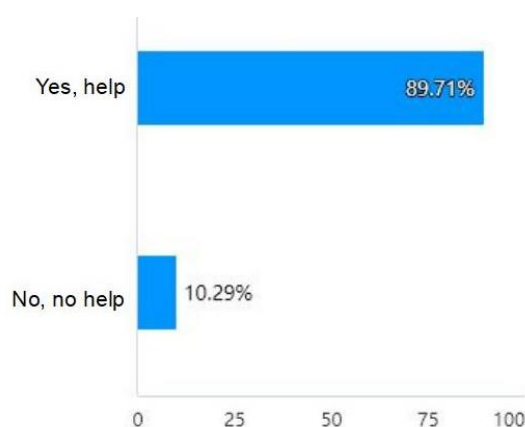


Figure 7. Community cultural education recognition proportion.

After completing the cultural and educational practice of the two communities, targeted interviews and survey statistics were conducted. Data show that 89.71% believe that community cultural education activities can help achieve common prosperity, and only 10.29% of people think it is not helpful. This shows that community cultural education activities have a positive role in promoting common prosperity and are recognized by most people (Figure 7). Among them, strengthening the professional knowledge of community organizations and enhancing community management personnel is considered to further enhance the most popular way of attracting, influential, and actual effects of community activities, accounting for 82.35%. The second is to use the advantages of teachers and students of local colleges and universities to cooperate with community activities, accounting for 70.59%. Getting the

government's policy support and exerting local cultural advantages and influence, the way to enhance the effectiveness of community activities also accounted for 60.29% and 61.76%, respectively. Therefore, community, local universities, governments, and local cultural mining have become the main force of community cultural education that the community are recognized by the community (Figure 8).

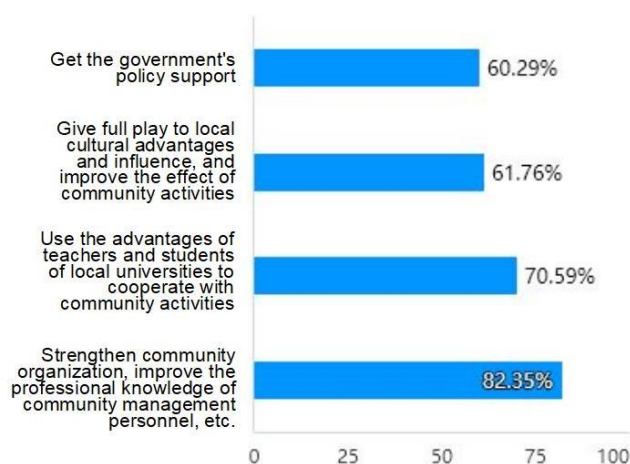


Figure 8. The proportion of all aspects in community cultural education.

4. Common Prosperity, Haining Community Cultural Education Sustainable Development

Common prosperity refers not only to economic wealth, but also contains spiritual culture, covering all the people of the elderly, middle, young, and young. As an important part of social education, community education needs to partici-

pate and build together in all aspects. Education activities run through the entire life of individuals, not a certain stage [8]. Therefore, it is necessary to give full play to the advantages and functions of communities, universities, and localities to achieve the significance and influence of collaborative education.

4.1. Community Venue Construction and Organization Management

4.1.1. Place Construction

First of all, make full use of Haining's excellent economic foundation, realize the construction of communities and rural cultural auditoriums, and provide suitable places for community and rural residents' rich activities and community education activities. The facilities and layouts of community educational venues are reasonably planned to ensure that the layout is reasonable, the community masses can be convenient to use, and they can enjoy community cultural and educational services. Use modern scientific and technological means to promote the improvement of community cultural education and facilities, such as the smart activity center to provide the efficiency and quality of community cultural education.

4.1.2. Mass Organization

Community staff need to carry out different forms of community activity organizations based on the organizational conditions of the community, and radiate different ages for older, middle, young, and young [9]. Give full players, schools, community volunteers, community party members and other organizations to promote and enhance the enthusiasm and effectiveness of community participation, and form the recognition of community cultural and educational value recognition of community culture and educational value. Select and cultivate a group of enthusiastic, capable, and interested community activities, so that they can become organizers and collaborators of community activities. They can use their own value to improve themselves and guide the masses to consciously participate and learn.

4.1.3. Regional Cultural Resources Integration

Actively integrate community activity resources around the surrounding and inside and outside the community, not only using the cultural resources of the region, but also to fully integrate educational advantages and resources such as teachers and students in local universities. For example, the excellent culture of the characteristics of Haining's regional characteristics with local colleges and universities, such as Haining Chao Culture, Celebrity Culture, Shadow Play, Lancai, etc., improve community cultural and educational resources, and use relevant community cultural and educational activities to show the unique local culture of local culture. Skills and charm [10]. Fully combined with important festivals, introduce the contents of community cultural and educational content that is

matched, allow residents to understand and love community cultural and educational activities, and enhance the influence and value of community cultural activities [11].

4.2. Educational Resources of Local Colleges and Universities and Curriculum Construction

As a knowledge and cultural hall within the region, colleges and universities are an important channel for knowledge learning, education, and popularization. Universities not only inject productive forces into local economic development, but also use their advantages such as talents and educational resources to serve the actual needs of community development from the excavation of local cultural resources, community education and construction, and promote local cultural development and community harmony [12].

4.2.1. Educational Resources Excavation and Integration

First of all, make full use of the professional advantages and basic knowledge and skills of local colleges and universities, give full play to their own discipline characteristics, and cultivate a group of "teacher teams" that are capable, enthusiastic, motivated, and willing to go to the community to carry out cultural and educational practice to meet the cultural education of local communities. Teacher resources in China. By forming a stable college community education team, it can carry out continuous community education activities in a targeted manner, avoiding the lack of short-term community education in the past. Secondly, local universities and communities can use the forms and opportunities of community education to tap local outstanding cultural resources, thereby helping the common prosperity. Finally, colleges and universities can also build community education research and practical bases according to the characteristics of different communities and actual needs. The community education service model that forms a "teacher leader, student practice" is formed, and different disciplines and professional advantages are used to carry out practical activities, legal preaching, popular science knowledge, and psychological counseling.

4.2.2. Curriculum Construction and Management

Universities should fully integrate into the actual needs of local development, pull into the distance from the people, and eliminate the understanding of the borders and traditional economies of university's high knowledge. In addition to school-enterprise cooperation, it should also pay attention to the needs of social development, solve the actual needs of basic communities, enhance the awareness of community service of teachers and students, and expand the actual educational influence of universities.

On the one hand, teachers of colleges and universities need to fully combine regional cultural characteristics, community background, and based on the actual needs and cultural characteristics of the community, and construct a "community cultural education characteristic course" with community characteristics that meet the needs of the community. The spiritual culture of the community. In the "community curriculum construction", the national feelings are deeply planted, the construction of curriculum is used to form cultural value leadership, create social and community curriculum ideological politics, cultivate the concept of harmonious development of the community, promote the core values of socialism, build and form "Community education course" system. On the other hand, in -depth investigations in the construction of the course, and fully consider the different practical needs of the community, such as the elderly conditions, the needs of youth, the child condition, the state of the neighborhood, etc., so that the community cultural education curriculum can be carried out targeted. For example, Xucun Town borders Hangzhou and has a frequent population and can carry out cultural and educational activities for security commonly -popular communities. Chang'an Town, as an ancient town of history, can carry out educational activities for traditional cultural construction community.

4.3. Government Guidance, Support and Investment

The long -term and sustainability of local colleges and universities participating in community education activities is an important condition to determine the stability and efficiency of community education, which plays a vital role in the content and quality of community education. In this process, the government is inseparable from the government's "guidance, support and investment." To this end, the government needs to stand at the strategic height of the local needs of the community and colleges and universities. Through the guidance of policies and economy, the cooperation consensus of "co -construction of resources and sharing of interests" is formed to create a good policy for colleges and universities to participate in community cultural education practice environment [13].

4.3.1. Policy Support, Guidance

At the level of colleges and universities, local governments need to strengthen policy guidance to motivate colleges and teachers to actively participate in community cultural education practice. For example, develop a special topic in each year's social science planning, and give policy names such as colleges and teachers with outstanding achievements in community cultural and educational activities. Bridge channel.

In terms of communities, local governments need to improve their attention and investment in community culture and education, and gradually improve the construction of

community cultural education activity learning centers in accordance with the actual needs of the community. At the same time, the community and local universities are encouraged to communicate and mutual assistance, share resource sharing, and support the cooperation organizations of both parties to organize various cultural activities and sports projects. Provide special financial support for community cultural education projects, such as teachers' lectures, training, and related parts of the relevant funds generated by organizational activities. Encourage the community and colleges and universities to work together to apply for their own advantages to apply for the provincial, municipal and cultural education projects, and non -genetic education series of courses.

4.3.2. Communication and Coordination

In order to improve the long -term effective community cultural education practice between communities and local universities, local governments can open a regular exchange mechanism, organize discussions and discussions between communities and local universities, and understand the different stages of community cultural practice education. The needs of social practice. Jointly explore the new path and new situation of community cultural education content and methods [14].

Strengthen the integration of educational resources in communities and local universities, deepen activities such as "teachers and students entering the community, villages and towns", and form a community cultural education practice that society, universities, and governments pay attention to. Use different media resources to spread, promote and promote the joint growth of college education resources and community cultural and educational activities, and provide government support for community and colleges and universities.

4.3.3. Evaluation and Motivation

The effective evaluation model is to ensure the continuous advancement of community education, so targeted assessment and construction is also an important part of high -quality development. [15] Perform regular assessment of projects that cooperate with universities and communities, including the effectiveness, influence, and resident satisfaction of community education, to ensure the effectiveness, high quality and persistence of community education. The performance of the community's cultural and educational practice highlights the commendation and rewards of colleges, teachers, communities, and individuals, and stimulates creativity and active participation in all aspects.

5. Conclusion

The implementation of community cultural and educational practice has stimulated the enthusiasm and creativity of

community residents, enhanced the cohesion and centripetal force of community residents, and promoted the harmonious development and management of the community. Combined with the status quo's research and analysis, the community cultural education practice was carried out in a targeted manner, meeting the increasingly enhanced spiritual and cultural needs of the community, and promoted the common prosperity of the economy and culture. Corresponding strategies and suggestions. This study helps deepen the theoretical understanding of common wealth and community cultural education relations, and provides intellectual support for the construction of community cultural education that meets the needs of the new era. Research results can provide reference and reference for community cultural education, and provide community cultural construction ideas for the realization of comprehensive and prosperity.

Project Source

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Conflicts of Interest

Author's statement has no conflict of interest.

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Biography

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