

## Research on Undergraduate Mentoring System Based on "Three Repairs and Three Successes"

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**Abstract:** Nowadays, China's higher education has entered the stage of popularization, and the cultivation of undergraduates has been widely concerned by the society, and undergraduate tutorial system, as an effective way to cultivate innovative talents, plays an important role in improving the quality of education and teaching in universities. The article discusses the formation and development of undergraduate mentoring system, theoretical basis and value function in detail, and analyzes the mode of "three repairs and three successes" and "four synergies" of undergraduate mentoring system in the light of the actual situation of the university, which is the most effective way to improve the quality of education and teaching in the university. It also analyzes the mode of deep integration of "three repairs, three successes" and "four synergies" in the undergraduate mentorship system and conducts in-depth thinking and research on how to build a more scientific and reasonable mentorship system.

**Keywords:** Mentor; Mentoring System; Undergraduate Mentoring System; Three Repairs and Three Successes

### 1. Introduction

In recent years, all walks of life continue to pay more attention to the development of undergraduate education, and the scale of undergraduate tutoring practice continues to expand, but the scale of development and implementation of the quality of the development of the pace of inconsistent, as "imported", undergraduate tutoring system ignores the implementation of the system of suitable soil, many colleges and universities copied the tutoring system of the United Kingdom and the United States, which has led to the development of undergraduate The

development of undergraduate mentoring system has many problems: (1) the student-teacher ratio is too high, and there is a lack of quality educational resources to ensure the implementation of the system; (2) the system content is convergent and lacks diversity and adaptability; (3) the system implementation is not strong enough to meet the expectations; (4) there is a lack of a perfect mechanism to guarantee the system. Under the social situation that the status of undergraduate education is constantly rising, the problems of undergraduate tutoring system must be clarified, and corresponding solutions must be explored in order to meet the needs of the country for talents [1,2].

### 1.1 The Principle of Personalized Development of Students

Personality is the soul of personal quality, and quality education cannot be separated from the cultivation of students' personality. For universities implementing undergraduate tutoring system, the most important thing is to adhere to the principle of personalized development of students, change the training method of adopting uniform standard and the same mode for students in the past, implement tailor-made teaching, and fully develop the personalities and potentials of different students. When the undergraduate tutoring system is actually operated, the managers should not only pay attention to the common problems of students and understand the common problems of this group of undergraduates in various aspects of academics, life and psychology, but also regulate the duties of the tutors in the form of a system during the reform, so that the tutors can pay attention to the personalized development of undergraduates and improve the level of academic development[3].

### 1.2 Realize the Principle of Diversified

## Forms

The guidance carrier of the undergraduate tutorial system mainly refers to the undergraduate tutors who undertake the corresponding duties. As an important factor in the development of the system, the tutors play a vital role in the implementation efficiency of the system, and also have an important influence on the academic development of undergraduates.

### 1.3 Clarify the Objectives and Contents of the Mentoring System

A large part of the causes of the implementation dilemma of China's undergraduate tutorial system lies in the fact that the system itself is not reasonably designed enough and is detached from the actual situation of China's higher education, and the education management system related to undergraduate education and undergraduate tutorship in various universities, many of which have defects such as part of the system is missing, connotation generalization, etc. Therefore, reform of undergraduate tutorship should fully embody the concept of undergraduate tutorship education, and make clear the objectives, management subjects and specific management of undergraduate tutorial system. Therefore, the reform of undergraduate tutorial system should fully realize the educational concept of undergraduate tutorial system, and clarify the cultivation goal, management subject and specific management content [4].

### 1.4 Constructing Effective Mutual Selection Mechanism for Teachers and Students

To optimize the mutual selection mechanism of undergraduate tutorship, the focus is to break through the original restrictions on the mutual selection mechanism. After confirming their participation in the implementation of the undergraduate mentoring system, teachers should draw up a declaration plan, which contains their research direction, research results and specific requirements for the students. Most of the students participating in the undergraduate mentoring system do not have enough information about their mentors, and due to the asymmetry of information, it is easy to cause blindness in the selection [5]. Therefore, the administrators of the undergraduate mentoring system need to ask

their mentors to submit personal information in as much detail as possible, including, but not limited to, the research direction, academic achievements, the number of students they have already supervised and the employment or academic development status of graduated students, as well as personal teaching characteristics, so that students can grasp as much information as possible about their prospective supervisors at any time.

### 1.5 Optimize the Mechanism of Positive Interaction between Teachers and Students

Positive interaction between teachers and students and in-depth communication is the key to the efficient operation of undergraduate tutoring system. Teacher-student interaction in the undergraduate tutoring system is not only limited to tutors and students, but also student-student and tutor-tutor interactions cannot be ignored [6].

## 2. Undergraduate Tutorship

Tutorial system was founded by William Wickham, Oxford University in the 14th century, the cost of building the houses of the colleges were raised by private donations for the poor students to board in the school, after the 14th century, the college began to hire specialized teachers to teach, and became a teaching and research institutions. The medieval period saw the creation of the tutorial system. Tutor system in its establishment in the early days, the tutor's work is focused on the management of the student's life, with the continuous development of the system, from the guidance of the student's life to the guidance of the student's academic aspects of the work of the work of the content is constantly enriched and perfected. In the nineteenth century, undergraduate tutors from the United States of America combined the student ID card and course selection system, tutors became a specialized profession, tutors not only need to students' life, academic guidance, and began to focus on the enhancement of academic research capabilities, which is the origin of the modern sense of undergraduate tutoring system. With the rapid development of society, the University of Oxford got rid of the constraints of the Church and developed into a higher education institution with an independent personality to train elite talents,

which also promoted the development of tutorship [7]. In the 1970s, Oxford University tutorial system faced the challenges of the war and post-war economic investment and the increase in the number of students, and constantly adjusted, the tutorial system has been consolidated in this period. Into the twenty-first century, institutions of higher education for undergraduate tutorship application is more and more rich, colleges and universities combined with its own characteristics as well as the characteristics of the discipline of the rational use of undergraduate tutorship, for the community to cultivate a large number of economists, political scientists, scientists and literati and other talented people, so the University of Oxford's tutorship after more than six centuries of development, is still shining, it is worthwhile to scholars and experts for its It is worthwhile for scholars and experts to analyze and study it in depth [8].

With the expansion of higher education in China in 1999, the demand of students for higher education has increased, but it is difficult to meet their demand for higher education due to the limitation of teachers' qualifications, materials and other factors [9]. In addition, the expansion of higher education inevitably has a negative impact on the quality of teaching and learning in higher education. Therefore, when scholars consider how to cultivate elites with innovative spirit and practical ability, they will unconsciously think of combining the credit system with the elective system and implement the undergraduate tutoring system in the institutions of higher education where the conditions permit, and Zhejiang University and Peking University took the lead in responding to the call for the reimplementation of undergraduate tutoring system and achieved good results. Subsequently, many colleges and universities followed suit to implement the undergraduate mentoring system. Nowadays, there are a lot of research results on the theory and practice of undergraduate tutoring system in China, which is very helpful for scholars to further explore how undergraduate tutoring system can promote the quality of education in China's institutions of higher learning [10].

### **3. Construction and Practice of New Tutor System for Applied Undergraduate**

#### **Programs Based on "Three Repairs and Three Successes"**

The core content of this study is the new mentorship system and four new aspects, two sides and four lines, three repairs and three successes, and four synergies. New mentoring system and four new: The so-called new mentoring system refers to the mentoring system that is different from the past and the current mentoring system, and specifically refers to the mentoring system implemented by institutions of higher education for undergraduates. The proposal of new type is based on the "four new", which refers to the new era that is after 2020, China's realization of the great rejuvenation of the Chinese nation's Chinese dream into the irreversible historical process in the next 30 years; the new connotation refers to the new era to give the mentorship system a new mission to accurately locate the status of the mentorship system and the implementation of the main objectives of the content; the new mentor-student relationship refers to the new mentorship system in the context of the new era, the mentor and the 00 students. The new connotation refers to the new mission of the mentorship system in the new era, the precise positioning of the status and role of the mentorship system and the implementation of the main objectives; the new teacher-student relationship refers to the mentor in the context of the new era and the new generation of the new generation of 00 with the characteristics of the times, mainly in terms of lifestyle, learning style, work style, etc., fully study these characteristics to reconstruct the mentorship system under the new teacher-student relationship, to help the change of teaching style to achieve the goal of educating; the new system refers to the new mentorship based on the construction of the system mechanism compatible with the institutional design and practice. The two sides of "two sides and four lines" refer to the two sides of the main and auxiliary channels of the nurturing system, one line in the main channel, the so-called traditional teaching; three lines in the auxiliary channels, namely: management nurturing line, extracurricular nurturing line, and behavioral nurturing line. "Three Cultivation and Three Successes": that is, to cultivate virtue, to cultivate oneself, to cultivate one's ability, to become an adult, to

become a man, to become a man, and to become a man. It is based on our school motto to further clarify the goals and levels of education, so that teachers and students can work together to achieve differentiated education methods. The "four synergies" refer to the four aspects of the new mentoring system and academic guidance (including internship, social practice, graduation design and other four-year system), career planning (including employment, graduate school, cultivating oneself to reshape the charismatic personality, and responding to the times to plan for a better life, etc.), management of human resources, and participation in innovation (participation in the dual-creation, mentorship programs, competitions), and so on. Synergy.

### **3.1 The New Undergraduate Mentoring System is an Important Institutional Guarantee to Improve the Credit System**

As an important system of teaching reform in China's undergraduate stage, the credit system manifests the education and teaching concept of respecting students' individuality and promoting students' all-round development, aiming at fully mobilizing the enthusiasm of teachers and students in teaching, perfecting the knowledge structure of students, improving their professionalism, and meeting the social demand for professionals. The key to the credit system is to respect the individual differences of students, according to their different personality characteristics, independent choice of courses of interest. However, because the learning environment of the university stage is quite different from that of the high school stage, facing the less constraining teaching program and the higher degree of freedom of the credit system in the university stage, the new students who enter the university will inevitably feel bewildered and do not know what to do. In addition, because of the lack of freshmen for the knowledge of the whole, systematic grasp of the fringe disciplines related to their own majors and cross-disciplinary lack of understanding, it is difficult to build a systematic and comprehensive knowledge structure, difficult to design their own learning plan. As a result, the credit system is characterized by utilitarianism, and students take courses according to their personal interests, the ease

of obtaining credits, or the strictness of the teachers. Therefore, in order to solve the problems of incomplete knowledge structure and lack of comprehensive quality caused by blind selection of courses, students can be equipped with tutors who are excellent in ideology and morality, high in academic and scientific research, and rich in teaching experience to provide guidance for them, improve the implementation of the credit system in institutions of higher education, and provide a good systematic basis for cultivating talents.

### **3.2 The New Undergraduate Tutoring System Promotes Students' Physical and Mental Health Development**

The education targets of higher education institutions are generally young people around 20 years old, in this age group, students are in the critical period of perfecting the scientific worldview, outlook on life and values, and their physiological and psychological development is still in an unstable stage. At this stage, students generally have rich imagination and creativity, easy to accept the stimulation and influence of the outside world to awaken their inner emotions and enthusiasm and have no fear of things and dare to do. All these are valuable characteristics of undergraduates, but if not properly guided, it will lead to the opposite of what is necessary, which is not conducive to the development of scientific outlook. The key to the implementation of undergraduate tutoring system is to guide undergraduates to develop their personalities according to their personality traits, thinking ability and interests, to fully explore their potential, to consolidate their professional foundations, and to cultivate high-quality talents in their professional fields.

### **3.3 The New Undergraduate Tutorial System Guarantees the Function of University Teaching and Scientific Research**

The implementation of the undergraduate tutoring system can efficiently mobilize educational and teaching resources, especially resources for academic and scientific research, and the tutors provide targeted and personalized guidance and education for undergraduates, which helps to improve the quality of education and teaching in institutions of higher learning. The

implementation of undergraduate mentoring system provides a systematic guarantee for students to participate in academic and scientific research, and mentors guide students to participate in research projects, so that they can complete the basic work of their specialties, which greatly stimulates the students' interest in scientific research in their own specialties. Therefore, the implementation of undergraduate tutoring system is an important measure to ensure the function of teaching and scientific research in higher education institutions.

### **3.4 The Implementation of the New Undergraduate Tutoring System Contributes to the Formation of a Harmonious Campus Atmosphere**

The implementation of undergraduate tutoring system promotes the formation of positive teaching and learning styles as well as a harmonious campus atmosphere. Harmony in education means fully exploring the potential of undergraduates and promoting the all-round and harmonious development of students to meet their own development needs and the needs of social development. Harmony in education requires adherence to the guiding concept of the scientific outlook on development, ensuring the important role of harmonious education in the process of building a harmonious society, and ensuring that harmonious education can lead and promote the construction of a harmonious society.

### **3.5 Practical Path of Mentorship Based on the Four Synergies**

Studying the synergistic mechanism of "taking students as the main body" means combining the mentorship system with the educational and teaching means such as students' independent study, graduate school, dual-creation and scientific research projects, and infiltrating the "Three repairs and Three Successes" thinking into the guided learning activities through the subtle influence of the mentors to achieve a silent effect and synergize with the existing educational and teaching routes. This is to achieve a silent effect and synergize with the existing education and teaching routes. In implementing this synergy, the following measures are taken:

Formulate a plan for tutoring activities: clearly plan students' academic development, preparation for graduate school, dual-creation practice and research projects in tutoring activities and ensure that these activities are consistent with the school's education and teaching routes. One-on-one communication between mentors and students under the premise of fully understanding the students is conducive to the mentors' timely and comprehensive understanding of the real-time situation of the students, as well as providing guidance and advice on the problems encountered by the students in academics, life and employment, etc., so as to promote the resolution of the problems.

Mentor Group Guidance: Mentors and students are grouped together and provided with personalized guidance and support according to students' characteristics and needs. Mentors can understand students' academic interests, career plans and personal development goals through in-depth communication with them, and then subtly guide them to cultivate themselves, their moral character and their abilities. Mentor's guidance to students can help new students to make less detours after enrollment and enhance their self-confidence and initiative in learning. Mentors in the professional education of their students at the same time, need to be closely integrated with the students' ideological education, psychological education and life and career guidance, to promote the improvement of students' overall quality.

Provide academic resources and opportunities: Mentors can provide students with academic resources, opportunities to participate in scientific research projects, internships and dual-venture platforms, etc., to help students cultivate the spirit of innovation, scientific research ability and comprehensive quality. In the tutor-student relationship, both teachers and students engage in democratic and equal exchanges and communication, and the discussion between teachers and students in such an open and harmonious atmosphere can greatly stimulate students' learning initiative and help the formation of a positive tutoring-learning relationship. The tutor is not only a transmitter of knowledge, but also a guide for students' learning, helping students to make personalized learning plans, tapping students' potential and promoting students'

comprehensive development.

Establishment of evaluation mechanism: Establishment of regular assessment of students' performance in academics, examinations, dual-creation and scientific research projects, etc., and combine them with the evaluation of the mentors in order to have a comprehensive understanding of the students' development and achievements. In the first stage, the main work of tutors is to guide new students to adapt to college life and find efficient learning methods; in the middle stage, they pay attention to students' physical and mental health, encourage students to actively participate in social practice activities; in the later stage, they strengthen the guidance of professional dissertation as well as employment planning to realize the education that combines the visionary goals with the near-visionary goals, to promote the all-around development of the students and to improve their social competitiveness.

Through the above measures, tutors combine students' personal development goals with the school's education and teaching routes, and subconsciously incorporate the "Three Cultivations, Three Successes" thinking into the guided learning activities through guidance and influence. This synergistic mechanism enhances students' independent learning ability, innovation and development potential, enabling them to achieve better results in their academic and professional fields. At the same time, it also provides a broader nurturing platform for tutors to promote their professional development and teaching standards. Since the implementation of the "Three Repairs and Three Successes" mentorship system, students have won more than 100 prizes for participating in national and provincial academic competitions, Internet+ competitions, essay competitions and other competitions since the mentorship system started in 2021.

#### 4. Conclusions

This study takes undergraduate students as the object of investigation and analyzes the current situation of the operation of undergraduate mentorship system. It is found that undergraduate mentoring system is generally designed to "comprehensively cover" undergraduate education, but neglects the urgent need of undergraduates for scientific

research training, and the incentive mechanism of mentors is obviously insufficient. The study concludes that the undergraduate research mentorship system should be oriented to scientific research and led by projects, and that a new mentorship system of "three training and three successes" should be constructed to strengthen the scientific research cultivation and training of students in the undergraduate stage; and that the scientific research effectiveness of undergraduates under the guidance of mentors should be incorporated into the assessment and evaluation system of mentors, so as to form an effective incentive mechanism and to stimulate and enhance the mentoring motivation and training of students in the undergraduate stage. and enhance the guidance motivation and guidance input of scientific research tutors, give full play to the unique educational advantages of institutions of higher education, and better combine the development of science and technology as the first productive force, the cultivation of talents as the first resource, and the enhancement of innovation as the first driving force. Facing the urgent needs of national and social development, they will make greater contributions to cultivating and reserving high-level scientific research talents.

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