

Research on the Second Classroom Education in Local Colleges and Universities

Guang Li, Liping Zhang
Shandong Jiaotong University, Jinan 250357

Abstract:

The extensive development of second classroom activities outside the first classroom of college students in local colleges and universities is of great significance to the cultivation of "Four Haves" new people in undergraduate students' ideology, values and outlook on life. In this process, find the fundamental problems and provide targeted solutions, so as to ensure that the second classroom activities play a fundamental role in the ideological and political education of college students in the new era.

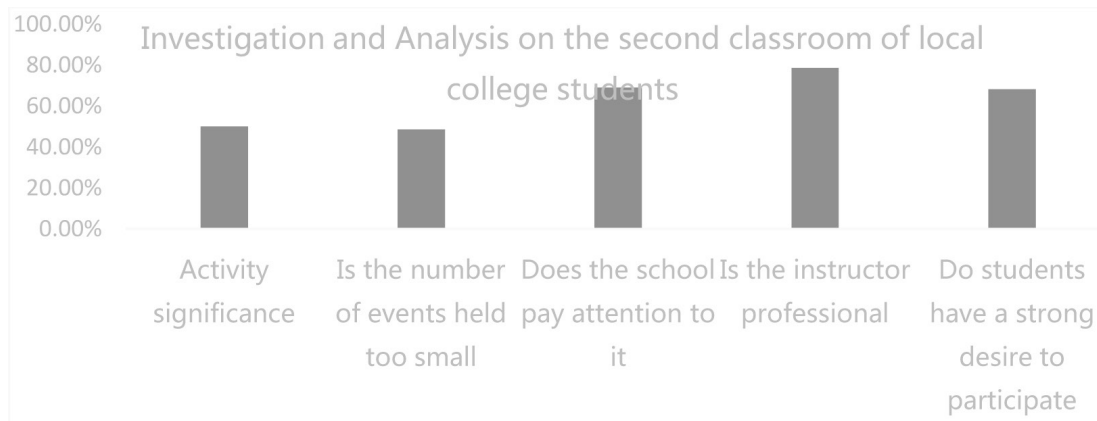
Keywords:

Second classroom education in Colleges and Universities

1. Local colleges and universities do not pay enough attention to the second classroom education activities

In the process of carrying out the second classroom activities, many local colleges and universities only pay attention to the teaching links of their students' experimental operation courses and professional courses due to various factors such as insufficient number of teachers, weak majors, supporting funds and employment pressure. There are some problems in the development of relevant activities in the second classroom. Therefore, many students in our school have a superficial understanding of the second classroom and lack of interest in the second classroom. In addition to the first classroom, the relevant departments of the school also lack relevant publicity on the campus and do not take it seriously and pay attention to it from the policy level, which makes it difficult for the second classroom activities, especially those in line with students' characteristics, to form a dynamic, sustainable and influential. The most important thing is that it can not have enough influence in the student group. ^[1]

Through the data statistics on the relevant platforms of the relevant questionnaire survey, more than 30% of the students think that the implementation and publicity of the policy are general, which shows that the two universities in many places do not invest enough in this work ^[2]. Therefore, it is very urgent and necessary to strengthen the attention to the second classroom activities and invest more people and property in the ideological and political education of college students, so as to make students internalize in their hearts and externalize in their actions. The specific data are shown in Figure 1.



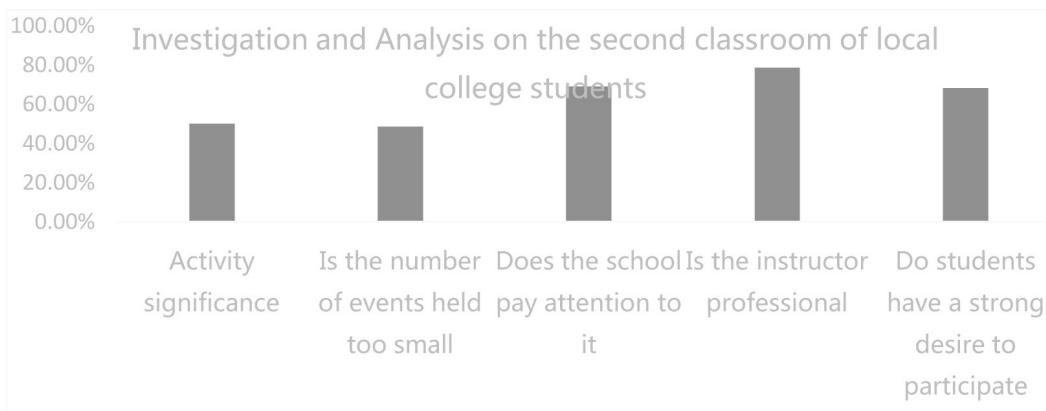


Fig1. Survey data

2. The effect of the second classroom education is not ideal

At present, most of the students in local secondary schools were born in the late 1990s or even early 2000. The education they can receive in high school and junior middle school is exam oriented education, and they do not pay attention to the significance of the activities related to the second classroom. In terms of the living environment of college students, most college students live and study in the period of rapid economic development in China, with rich material conditions and relatively comfortable life. They do not realize the hard won good life from the hardships of the revolutionary period [3]. The data in the relevant questionnaire about the second classroom education shows that the second students of our school are more willing to receive the second classroom related education. The results show that more people are willing to adopt the "second classroom" method, accounting for 35.01%, and a small number choose "first classroom learning" and "self entertainment", accounting for 35.60% and 10.47% respectively. As shown in Figure 2.

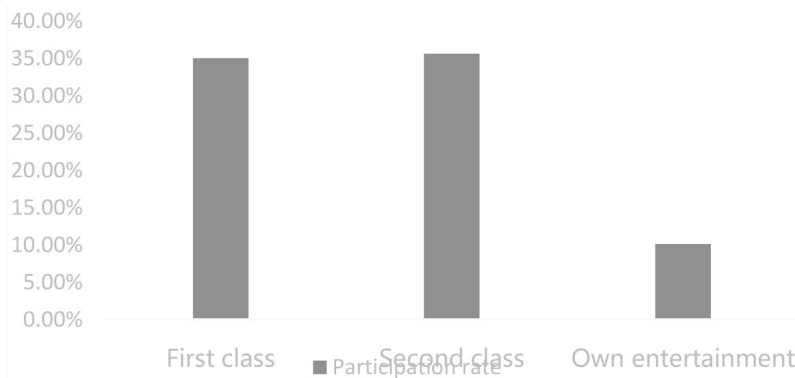


Fig2.Survey data

3. Defects in the second classroom teaching management system of local colleges and Universities

First, the second classroom management system of local colleges and universities in China is not very sound and can not be well consistent with the syllabus of relevant departments of the school. Many education systems related to the second classroom are outside the school's syllabus. The final result is that they lose the significance of assisting the learning activities related to the first classroom and can not promote and help each other. The reasons are as follows:

(1) Teachers are not enough. Sometimes the teachers in class are the same person, and their professional ability and professional quality have not been well improved. The teaching design is similar, the teaching content is not detailed, and there are many problems of repetition, which makes the second classroom lose its supplementary significance to the first classroom;

(2) There is some irrationality in the time arrangement. The second classroom, as the practice course of the first classroom, is often not included in the curriculum arrangement, which may conflict with the first classroom and overlap the teaching

content.

(3) The standard is too low and there is no goal and direction. In order to urge students to participate in the teaching link of the second classroom, many colleges and universities have implemented certain punishment measures, which are mandatory, and have not given corresponding reward measures, which is difficult to stimulate the learning initiative of the second-year students in local colleges and universities.

4. Single form of Education

Many local colleges and universities only focus on teaching the second classroom culture education, do not give full play to the characteristics that the second classroom should have, and the theoretical knowledge and practical teaching links in the curriculum do not play their due role. In contrast, as a complementary and interactive method, the relevant educational means such as ideological positive education and teaching fall behind the content of theoretical teaching in the relevant links of practical teaching, resulting in that the relevant content of the second classroom does not play its due role in the growth of today's college students. Colleges and universities and secondary departments should have reasonable planning and use in formulating the development and utilization of secondary classroom cultural resources, and form better interaction and influence. At the same time, all secondary colleges and departments should be closely connected with the relevant resources of the second classroom. The current situation is that most of them still adhere to the unified outline and lack of flexible teaching means and methods to combine with the actual production and life. The final result is that there is no multi-level and all-round teaching and connection in form and content, but only relying on the empty preaching and generality of teachers.

At present, many local universities and secondary colleges do not actively explore the characteristics and value of today's times. Many contents and teaching methods only stay on the surface of superficial observation, and the depth and breadth can not meet the requirements; The relevant curriculum content has little relevance to the majors of students in their own college, and is far from the students' learning and living habits. It has no substantive guiding significance at all, and can not play the fundamental purpose of enlightening and educating students, resulting in the failure to give full play to the subjective initiative and enthusiasm of college students, To a great extent, it hinders the integration of relevant links into the second classroom teaching. Therefore, teachers should pay attention to the systematic construction of relevant educational methods when carrying out practical education in the second classroom.

References:

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