

# Study on the Construction of the Second Classroom Education Model of "Students-centered and College-oriented" in Universities

Leifeng Wang<sup>1, a</sup>, Hao Wu<sup>2, b</sup>

<sup>1</sup>School of Marxism, Jingdezhen Ceramic Institute, Jingdezhen, 333403, China

<sup>2</sup>School of graduate, Jingdezhen Ceramic Institute, Jingdezhen, 333403, China

<sup>a</sup>29732652@qq.com, <sup>b</sup>1625283070@qq.com

## Abstract

Marxism is an important theoretical basis of student-centered and college-oriented. In the new era, the function of the second classroom education with students as the center and college as the main body are constantly highlighted, but at present, in the face of the interference of various factors, the construction of the second classroom education model of universities with students as the center and college as the main body is not perfect and the operation is not strong. Therefore, the construction of the second classroom education model in universities needs to be solved urgently, and a second classroom education model suitable for the development of college students in the new era is constructed, which aims to promote the overall improvement of college students' comprehensive ability in the new era.

## Keywords

Students-centered and College-centered; Second Class; Education Model.

## 1. Introduction

There is a long history of carrying out "second classroom" activities in universities. In recent years, with the continuous promotion of the central work of "establishing morality and creating people", more and more attention has been paid to the of students' second classroom work. [1]"Student-centered, college-oriented" the second classroom education refers to the college in the second classroom teaching respect for students' personality, stimulate students' interest, realize students' value, cultivate students' ability, help college students to establish a correct world outlook, outlook on life and values. The purpose of this paper is to make a systematic study and analysis on the function, management and system of the second classroom, and to provide some practical suggestions and guidance strategies for the concrete implementation of the second classroom education.

## 2. The Present Situation and Analysis of the Second Class Education Model of "Students-centered and college-oriented" in universities

In order to more accurately grasp the current situation of "student-centered, college-oriented" second classroom education in universities, this study adopts the combination of questionnaire and interview to investigate. The object of the investigation is teachers and students of Jingdezhen Ceramic Institute. The main content of the investigation is some problems related to the second classroom education mode of "taking students as the center and college as the main body". In order to make the results of the investigation universal, try to make the investigation involve different subjects and stage students. A total of 300 questionnaires were distributed, 290 valid questionnaires were collected, and the recovery rate was 96.7%.

This questionnaire survey statistical analysis looks:

On the one hand, College students in the new era generally agree with the "student-centered, college-oriented" second-class education model. The results are as follows:

First, college students understand the second classroom education mode of "student-centered, college-oriented" in universities. When asked, do you understand the "student-centered, college-oriented" second classroom education model? 86.2 % of college students are "better acquainted ". When asked, do you agree that "student-centered, college-oriented" the second classroom education model is worth advocating? 77.6% of college students are "fully identified ", and 22.4% of college students choose " comparative identity ". It can be seen that college students pay more attention to the "student-centered, college-oriented" second classroom education model.

Second, college students agree with the value of the second classroom education model. When asked, do you think "student-centered, college-oriented" the second classroom education model is conducive to the healthy development of college students? 78.6% of the college students answered "completely agree "; when asked, you think " student-centered, college-oriented "the second classroom education model is helpful to improve the quality and effect of teaching ,77.5% choose" fully agree ". It can be seen that college students have a clear understanding of the value of the second classroom education model, which is student-centered and college-oriented.

On the other hand, there are some problems in some college students' understanding of "student-centered and college-oriented" in universities:

First, the second class hours are not added in time.

In addition to their interests and hobbies, credit hours are also an important factor to attract students to participate in the second classroom activities. The second classroom often can not add the promised hours to the system in time, which leads many students to question the credit of the second classroom commitment, and the enthusiasm of students to participate in the activities will naturally decrease.

Second, college students practice "student-centered, college as the main body" the second classroom education model is insufficient.

When asked you agree that through the second class you can understand "student-centered, college-oriented "? 6.9% of the choice "do not agree "; when asked you agree that" student-centered, college-oriented "in colleges and universities can be well implemented? 3.6% clearly indicated "disapproval ". It can be seen that colleges and universities practice the "student-centered, college-oriented" education model needs to be improved.

Analysis the cause:

First, the second class activity is mere formality, the pertinence is not strong, the attraction is not enough.

Some of the activities in the second class are similar in content, which will reduce students' interest in the second class activities, and in some of the activities in the second class, the management is not enough to achieve the desired results; the connection with the first class is weak and it is difficult to show the knowledge of the first class in the second class; some activities have ambiguous objectives, are not targeted, and students' abilities are difficult to exercise in the activities; the school seems to pay little attention to the second class, and the investment in the second class is not enough, whether it is the training of the second class professional guidance teacher or the investment in the second class activity funds, venues, teaching aids, there are some shortcomings.

Second, the second classroom activity propaganda is insufficient.

The activities held in the second class are not well known at school. Many students do not know that there is such an activity, or that the activity is signed up or the activity is over before they know that there has been this activity, which makes the enthusiasm of the students easy to wear away. The second classroom should increase propaganda, raise popularity.

### **3. The Countermeasures of the Second Classroom Education Model of "Students-centered and College-centered" in Universities**

Taking students as the center and colleges as the main body is to take the students' all-round development as the goal education. According to the students' differences, teaching students according to their aptitude has fundamentally changed the uniform single education model, thus greatly arousing the initiative and enthusiasm of college students in the new era, effectively cultivating and improving their individualized thinking and innovation ability, and promoting the all-round development of students. The specific innovation path is:

First, organizational team. The second class activity mainly depends on the party group organization, the class and the association and so on organization to carry on, constructs a reliable, reliable, cohesive force, the work solid student cadre troop is the second class activity to be able to carry out vividly the foundation. Counselors should do a good job in the selection and training of student cadres, through them to play a leading role in the backbone, mobilize the enthusiasm and initiative of all students, so as to play the role of the second classroom in promoting students to become talented.

Second, building platform. First of all, build a platform to strengthen ideological and political education. The ideological and political education of college students is very important. The important role of the second classroom in the growth of students determines that the development of the second classroom must strengthen ideological and political education, such as carrying out thematic education activities on school days and anniversaries. Sing the main melody of patriotism, collectivism and socialism. Secondly, build a platform to cultivate good moral sentiment. Such as carrying out the moral practice activities of "creating civilized campus, civilized class, civilized dormitory and doing civilized college students ", guiding college students to start from words and deeds and cultivate civilized behavior. Finally, build a platform to improve students' comprehensive quality.

Third, establishing a system. Perfect rules and regulations are the guarantee of the activity, and the second classroom also needs to be guaranteed by system construction. The activities of the second classroom will be standardized and institutionalized, so that the activities can be regulated and followed, thus promoting the smooth progress of the second classroom activities.

Forth, management level

The second class and the first class, have the clear request to the result, during the school period each person's school time must complete 96, otherwise does not allow to graduate; the school time 96 to 104 results pass 104 to 120 is medium 120 to 152 is good above 153 is excellent. However, the second classroom should still make detailed and specific teaching planning and activity arrangements, apply the corresponding management system, establish a standardized assessment and evaluation system, and ensure that the second classroom activities can run scientifically. Make students correct their attitude towards the second classroom and fully improve their enthusiasm for the second classroom activities.

Fifth, Activity guidance guarantee

Universities should carry out centralized training for teachers so that teachers can correctly guide the second classroom activities, such as project competitions and scientific inquiry, and can formulate countermeasures to enhance the competitive strength of college students in the second classroom activities.

#### Sixth, Evaluation and incentives

Teachers and participants should adopt the combination of result evaluation and process evaluation to improve the comprehensiveness and objectivity of the second classroom evaluation. Specifically, after the end of the second classroom teaching, teachers can test and evaluate the effect of the second classroom learning of college students according to the competition ranking, the reward obtained, the professional qualification and so on. At the same time, teachers should evaluate the second classroom learning process, practical ability and independent innovation ability of college students.

## 4. Conclusion

Higher education is an organic whole composed of the first classroom and the second classroom in a narrow sense. The second classroom is all the activities that the students participate in outside the teaching plan course, and is the extension and sublimation of the first classroom. The first classroom is an important way to cultivate talents in schools, and the second classroom is an important way to cultivate students' thick foundation, wide caliber, high quality and strong ability ". The second classroom is an important way to cultivate students' ability. "Student-centered, college-oriented" of the second classroom education is to cultivate the comprehensive quality of college students, in-depth integration into the development of education reform, to serve the overall situation of national economic development. Actively exploring and constructing the second classroom education model, promoting the integration and development of the first classroom and the second classroom, effectively practicing the purpose of creating people by virtue, improving the quality of talent training, and helping to improve the interest of college students in the new era. Promote its comprehensive quality to be further improved.

## Acknowledgments

Jingdezhen Ceramic University Young Teachers Teaching Reform Research Fund Project "Exploration and practical research on Differentiated Teaching of University Ideological and Political Course in the Big Data" (TDJG-20-Y48). Jingdezhen Ceramic University Second Class Education Teaching Reform" Study on the Construction of the Second Class Education Model of "Taking Students as the Center and College as the Main Body"-- Taking Jingdezhen Ceramic University as an Example".

Author Profile: Leifeng Wang (1979-), male, School of Marxism, Jingdezhen Ceramics Institute. Mainly engaged in Marxist theory and ideological and political education research.

## References

- [1] Liu Ning. Analysis on the Path of Education in Ideological and Political Courses in Art Colleges [J].1 Technology Information ,2019,17(01):247-248.
- [2] Peng Qiaoyin, Xie Xiangxun. J]. on the Relationship between Second Class and First Class School Party Building and ideological Education 2011,(14):45-46.
- [3] Ouyang Ming Yue. Constructing the Second Class Education Model of Medical College with the Concept of "Learning, Thinking and Doing " [J]. Journal of Suzhou Institute of Education,2020,(2):72.