

The Role of The Second Classroom in Comprehensive Quality Education for College Students

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Abstract

With the rapid development of society, cultivating high-quality talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor is the most urgent task for universities. The second classroom, as a carrier of campus cultural construction, is an important channel for universities to implement comprehensive quality education. Currently, many universities still have insufficient understanding of the educational function of the second classroom, and the guidance of teachers and the participation of students are not high in the organization and implementation process. Holding second class activities is just a formality, resulting in poor educational effects in the second classroom. To leverage the role of quality education in the second classroom, it is necessary to strengthen the implementation of the "second classroom transcript" system, fully draw on the first classroom education model and combine it with the actual needs of student growth and development, and build a scientific, pragmatic, efficient, and distinctive second classroom education system.

Keywords

The second classroom; College students; Comprehensive quality education.

1. Introduction

The second classroom refers to an open educational and practical activity that focuses on educating students, aims to cultivate their extracurricular learning abilities and comprehensive qualities, and is carried out outside the school curriculum development plan[1]. It can be broadly and narrowly defined. The broad second classroom refers to the purposeful, planned, and organized educational activities that schools carry out for students outside of classroom teaching tasks, and is an indispensable component of quality education[3]. Narrowly defined, the second classroom refers to learning and practical activities centered around cultivating ideological qualities, enhancing political consciousness, cultural and sports projects, voluntary public welfare services, innovation and entrepreneurship, practical internships and training, and skill development[4]. In the context of the requirements of the "Opinions on Implementing the Second Classroom Transcript System of the Communist Youth League in Universities", this article analyzes the era positioning of the second classroom, analyzes the main factors that restrict the second classroom from playing a comprehensive quality education function, and explores the practical path of using the second classroom as a carrier to promote the combined quality education of college students[4,5].

2. The Era Coordinate of the Second Classroom

The second classroom is an important carrier for cultivating new talents in the era of comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. It should focus on the goal of educating people for the Party and the country, and effectively shoulder the responsibility and mission of cultivating the soul of Bacon.

Realizing comprehensive human development is an important mission entrusted by the country and the times to higher education. It is an inevitable requirement to adapt to the comprehensive reform of higher education, fully implement the fundamental task of cultivating morality and talents, and fully implement quality education; It is an urgent need to improve the student development service system, promote the improvement of student quality and literacy, and promote student employment and entrepreneurship.

The second classroom is relatively different from the first classroom teaching. The first classroom is a general teaching plan course, while the second classroom is all activities widely participated by students outside of it. Unlike the strict order and norms of the first classroom, the second classroom is an autonomous and free "classroom" that emphasizes guiding and motivating students to self-development, and is a supplement and sublimation to the first classroom. In the current development of education, collaborative education between the first and second classrooms is an important mechanism for universities to cultivate comprehensive talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

Comprehensive quality education is an education that aims to comprehensively improve people's basic qualities, based on their personality, emphasizes the development of their intellectual potential, and emphasizes the formation of a sound personality as the fundamental characteristic. It is a practical need for social development. Since the reform and opening up in China, the Party and the state have always regarded improving the overall quality of the entire nation as a fundamental task related to the overall construction of socialist modernization. Currently, with the reform and development of education in various universities, comprehensive quality education has deeply rooted in people's hearts. As the main group of young people, the improvement of comprehensive quality among college students is closely related to the development of the second classroom. As the externalization and manifestation of comprehensive quality education, the construction of a scientific, effective and highly operational second classroom system is a powerful support for enhancing the comprehensive quality and ability of current college students. It is also a basic guarantee for further promoting the quality and level of quality education in universities.

3. The Main Factors Restricting the Comprehensive Quality Education Function of the Second Classroom

Currently, many universities have insufficient understanding of the educational function of the second classroom, lack of teacher supervision and guidance in the organizational process, low enthusiasm for student participation in the implementation process, and mere formality in organizing second classroom activities. These factors are the main constraints on the comprehensive quality education function of the second classroom.

The implementation of the Communist Youth League's "Second Classroom Transcript" system is not yet in place. According to a survey, 48 out of 126 universities in Sichuan have not yet introduced the relevant supporting system for the Communist Youth League's "Second Classroom Transcript". Due to the traditional concept of teaching and educating students in the first classroom deeply ingrained in people's hearts, the one-sided understanding that the second classroom is a campus cultural and entertainment activity for students is widespread. From the above data, it can be seen that firstly, some universities have insufficient understanding of the second classroom, and therefore have not established corresponding systems for the second classroom; Secondly, most professional teachers believe that the second classroom is in a subordinate position, and its seriousness is far less than that of the first classroom, resulting in insufficient understanding of the educational function of the second classroom; Finally, it resulted in some students not having a deep understanding of the

significance and educational role of the second classroom. Therefore, during the implementation of the second classroom transcript system, there has been a certain cognitive bias between the school department, teachers, and students. Ideological and political teachers attach importance to it, while professional course teachers do not attach importance to it; The student union department attaches importance to it, but the academic affairs system does not attach importance to it; It is a common phenomenon in major universities nowadays.

The successful implementation of the second classroom transcript system requires teachers as a crucial element. Although most universities currently attach importance to student second classroom activities, they often organize and evaluate them through counselors and student cadres, lacking the participation of ordinary students, guidance from professional teachers, and evaluation of learning outcomes. As for the current main phenomenon, the task of second classroom guidance work mainly consists of full-time ideological and political workers and a small number of teachers who are enthusiastic about student work. The main reason for this phenomenon is that most universities do not provide sufficient funding support for teachers to carry out second classroom activities, there is no complete recognition system for teacher guidance work hours, and schools have not formulated relevant authoritative documents, resulting in professional teachers not understanding the second classroom system and lacking sufficient motivation to participate in the construction of the second classroom.

Taking Sichuan University as an example, the learning atmosphere is very strong, and the pressure and competition between students are also increasing. Most students focus more on their GPA and lack interest in other activities. This phenomenon is particularly prominent in the fields of science and medicine. A sample survey was conducted on 400 students from four major categories of humanities, science, engineering, and medicine at the university. The results showed that only 43 and 31 science and medical students participated in the second classroom activity. Some students believe that participating in activities in the second classroom consumes their time but cannot earn credits, which is not worth it. There is no universal demand for second classroom transcripts in today's society, and corporate recruitment does not require students to have a second classroom transcript to demonstrate their practical abilities. However, first classroom transcripts are relatively valued, so the overall social environment in China does not require much performance from students in the second classroom, and students do not have the consciousness to participate more in the second classroom and cultivate their all-round abilities. The results of a survey on the frequency of second classroom participation among freshmen to seniors at Sichuan University show that the enthusiasm of students to participate in second classroom activities decreases exponentially from freshman to senior year.

One of the purposes of implementing the second classroom is to enhance the comprehensive quality and abilities of students. With the gradual deepening of the concept of second classroom education, many universities have included the second classroom in their talent cultivation plans, but it has a certain degree of compulsion. Currently, most universities offer a large number of activities in the second classroom, with repetitive content and similar forms of activities. Overall, there is no novelty or attractiveness, and it cannot effectively stimulate students' interests; Secondly, due to the school's failure to select truly high-quality second classroom projects and create a good atmosphere for second classroom participation, students only focus on completing tasks, quantity rather than quality, and the activities are superficial, resulting in students spending a lot of time participating in various meaningless activities, which actually brings some pressure to their extracurricular life.

4. Conclusion

Establishing a sustainable second classroom project library is an important guarantee for improving the comprehensive quality and ability of college students in the second classroom. Taking Sichuan University as an example, on the basis of fully drawing on the first classroom curriculum system, we can comprehensively integrate the second classroom activities of the Communist Youth League and construct a second classroom curriculum project system. This system can mainly cover eight categories: ideological guidance, academic technology, practical internship, volunteer service, innovation and entrepreneurship, cultural and sports activities, work experience, and open modules, including courses at the school and college levels. Strive to improve quality and reduce quantity in curriculum design, avoid outdated and outdated phenomena, and proactively offer truly useful courses. Based on the participation of students in second classroom activities, provide a descriptive evaluation of their comprehensive abilities and form an evaluation report. Establish a second classroom evaluation committee, responsible for reviewing and approving second classroom teachers, supervising and assessing the teaching situation of the second classroom, etc. The office is located in the Student Affairs Office or Youth League Committee, responsible for the daily management of students in the second classroom, credit certification, and other work. We need to establish a bottom-up, step-by-step review, and timely update mechanism for information collection, review, and release, improve the processes of individual student application, class or departmental team organization review, course project organizer review, and school Youth League committee evaluation and recognition, and achieve step-by-step verification of the authenticity, completeness, and accuracy of data information to ensure timely, accurate, and comprehensive data information.

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