

Brief Analysis of the Application of Peer Education in Class Construction in Colleges and Universities

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Abstract: Peer education, as an effective education model, has important application value in class construction in colleges and universities. By analyzing the theoretical framework and practical cases of peer education, this paper aims to explore the application effect and influencing factors of peer education in class construction in colleges and universities. It is found that peer education not only promotes mutual learning and cooperation among students, but also has a significant positive impact on class cohesion and the construction of learning atmosphere. Finally, the paper puts forward some suggestions to further improve the peer education model, in order to provide useful reference for the class construction in colleges and universities.

Keywords: Peer education; Class construction in colleges and universities; Student cooperation; Cohesion; Learning atmosphere

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Introduction

In today's higher education system, class construction is not only the transfer of academic knowledge, but also an important part of cultivating students' growth. Peer education, as a novel way of education, emphasizes mutual learning and common growth among peers. It advocates a more equal and open learning relationship among students and promotes the common progress of all members by sharing knowledge and experience with each other. The purpose of this paper is to explore the application of peer education in class construction in colleges and universities, and to clarify its positive role in promoting students' academic performance, mental health and social skills. Through field investigation and theoretical analysis, we will explore the practical application effect of peer education model, and study its feasibility and influencing factors in college classes. In the current class management in colleges and universities, we are faced with many challenges such as large individual differences of students and great pressure of subject learning.

1. The Importance of Peer Education in Class Construction in Colleges and Universities

Class construction is the key link to cultivate students' ability and promote their all-round development, and peer education, as a unique education mode, plays an extremely important role in this process. Peer education contributes to a positive academic atmosphere. Academic exchanges and cooperation among peers make it easier for students to understand and accept subject knowledge from peers, and form a good atmosphere for mutual learning, which not only improves students' subject level, but also stimulates their interest in knowledge. Peer education helps to promote emotional exchange among students and team cohesion. The strengthening of the classmate relationship makes the class more cohesive, and students can help each other more in learning, forming a good situation of teamwork. By working together with classmates, sharing successes and setbacks, students are more likely to form empathy and build deep friendships. Peer education also has a positive impact on students' mental health and self-development. Emotional support and psychological resonance among peers can help ease academic and life pressure and make students better adapt to college life. In the atmosphere of mutual encouragement, students are more willing to try new things and improve their development potential. Peer education plays an important role in the construction of college classes. It not only promotes the improvement of academic level, but

also builds a harmonious interpersonal relationship and a positive learning atmosphere, which lays a solid foundation for the all-round development of students.

2. The Application of Peer Education in Class Construction in Colleges and Universities

2.1 Academic support

Academic support plays a key role in peer education and has a profound impact on class construction in colleges and universities. Academic support is designed to improve the academic standards of the entire class through collaborative learning and knowledge sharing among classmates, and to enable students to better adapt to the challenges of university study. Academic support provides a platform for students to communicate and learn from each other through the establishment of subject study groups. In this group, students can face the problems in the subject together and share their problem-solving methods and experiences with each other, which not only promotes the in-depth understanding of subject knowledge, but also stimulates academic interest and forms a positive learning atmosphere for the whole class. Academic support is embodied in the establishment of the learning partner system. By building learning partnerships with fellow students, students can monitor and encourage each other academically. This two-way learning support mechanism not only improves the academic performance of individual students, but also enhances the collaborative learning ability of the class. Collaboration between learning partners can be in the form of classroom learning or joint work on subject projects, expanding the field of application of academic support. Academic support, as the core element of peer education, plays a crucial role in class construction in colleges and universities^[1]. Through the implementation of the subject learning group and learning partner system, academic support not only promotes the common growth of students in the subject, but also lays a solid foundation for the academic development of the whole class.

2.2 Affective interaction

As an important part of peer education, affective interaction plays a key role in class construction in colleges and universities. Its support emphasizes the close bond between classmates, and by promoting affective interaction, the class is more likely to form a positive and friendly atmosphere, students can be provided with emotional support and a sense of security. The organization of class activities is an important way to promote affective interaction. Regularly organizing colorful class activities, such as recreational and sports, social gatherings, etc., provides students with the opportunity to show their personality and spend quality time together. These activities not only narrow the distance between students, but also promote the establishment of friendship and enhance the cohesion of the class as a whole. Symposia and sharing sessions are effective ways to create deep affective interaction. By organizing symposia and sharing sessions, students can share each other's confusion, joy and growth experiences, and build deeper interpersonal relationships. This open way of communication helps to break down psychological barriers, and make students express themselves more truly and form a closer class group. The establishment of peer support network is also an important means to promote affective interaction. The Peer Support Network is designed to enable students to receive timely support and encouragement during difficult times, and to work together through academic and life challenges. The establishment of this network emphasizes that the class is a big family of mutual care and support, and enables every student to find emotional support in this big family. As part of peer education, affective interaction has strengthened the emotional connection among students through activities, discussion and sharing meeting, peer support networks, etc.^[2] This kind of affective interaction not only provides students with psychological support, but also promotes the harmonious development of the class, and provides positive emotional protection for the smooth progress of study and life.

2.3 Collaborative projects and activities

As an important means of peer education, cooperative projects and activities play a key role in class construction in colleges and universities. Its support is designed to promote cooperation and sharing among students through cross-grade cooperative projects and social activities, thus forming a more united and harmonious class atmosphere. Cross-grade collaborative projects provide students with practical problem-solving opportunities. By participating in these projects, students are able to learn and grow in interdisciplinary, interprofessional collaboration. This kind of project not only cultivates students' teamwork spirit, but also allows them to better understand each other's strengths and promote the overall development of the class. Social practice and volunteer activities are an extension of cooperative projects and activities. By participating in social services together, students not only contribute to society, but also build deep friendships through cooperation. This kind of cooperation is not only limited to academic learning, but also a shared commitment to social responsibility, which strengthens the close connection between students. The division of tasks and cooperation in solving practical problems in the project have cultivated the students' innovative ability and problem-solving ability.

2.4 Supports for psychological health

Supports for psychological health is particularly important in peer education, especially in class construction in colleges and universities. The aim of this support is to provide emotional support and psychological counseling to students through mental health workshops, peer support networks, etc., and to make them better cope with the pressures of school and life. The Mental Health workshops provide platforms for students to learn about mental health knowledge and skills. By participating in these workshops, students can learn effective ways to cope with stress, regulate emotions, and improve mental toughness, which not only helps individual students better understand their own mental state, but also creates an environment for the class to pay more attention to psychological health. Peer support networks establish a mental health support system among students to enable them to receive timely support and understanding in difficult situations. The establishment of peer support networks enables students to communicate their troubles more openly and obtain encouragement and suggestions from peers^[3]. This mutual aid mechanism not only helps to relieve the pressure of study and life, but also improves the psychological security of students and strengthens the cohesion of the class. Support for psychological health also includes attention and intervention to the psychological health status of individual students. By conducting regular psychological health checks and seminars, schools can identify and respond to potential psychological health problems earlier, and provide timely psychological counseling and help. By providing psychological health knowledge, establishing peer support networks, and focusing on individual students' psychological conditions, classes can form a more caring and supportive learning environment that allows students to develop and grow better.

Conclusion:

The introduction of peer education is expected to help students better adapt to university study life by establishing a better learning atmosphere and class cohesion. Through the research of this paper, we hope to provide more innovative and practical education strategies for class construction in colleges and universities to promote students' all-round development and class collaborative progress.

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