

Construction of the Second Classroom Education System in the Second Level College of Application-oriented Undergraduate Colleges under the Perspective of Three Comprehensive Education

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Abstract: Under the current background of higher education reform, for application-oriented undergraduate colleges, it is urgent to build a sound second classroom education system, which not only plays a very important role in comprehensively improving the comprehensive quality of students, but also effectively promotes the all-round development of students in virtue, intelligence, physique, aesthetic and labor ability. This paper studies the construction strategy of the second classroom education system in the second level college of application-oriented undergraduate colleges, aiming to provide reference for the work of relevant personnel.

Keywords: Application-oriented undergraduate colleges; Secondary colleges; The second class; Three full education system

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Introduction

With the continuous development and deepening of higher education in our country, it is urgent to build a complete second classroom education system for application-oriented undergraduate colleges. In the vision of the whole three education, the boundary of education should not be limited to the transfer of knowledge inside the classroom, but should be extended to the extracurricular, touching every field of students' life. At present, many secondary colleges encounter the problems of scattered resource distribution and incomplete education system in the second classroom, which together hinder the important role that the second classroom should play in promoting the all-round development of students. Therefore, building a scientific and systematic second classroom education system not only represents an innovation in the higher education model, but also a response to the current social development needs. Such a measure will help cultivate high-quality applied talents with innovative spirit and practical ability. Further promote the dual improvement of application-oriented undergraduate colleges in education quality and social influence.

1. Principles for the construction of the second classroom education system in secondary colleges of application-oriented undergraduate colleges from the perspective of holistic education

From the perspective of holistic education, the principle of comprehensiveness emphasized above all reflects that educational activities aim to promote the all-round development of students, which not only focuses on the improvement of academic performance, but also includes the growth and progress of students in moral, psychological and physical aspects. The next systematic principle requires teachers to operate precision instruments to ensure that all links of the education system can be interlinked and mutually supported, which requires not only comprehensive planning of the educational process, but also meticulous planning and execution

of every link of educational activities to ensure that the convergence of forces from all aspects can jointly promote the comprehensive development of students^[1].

The innovative principles challenge the framework of traditional educational models and encourage the adoption of new educational concepts, teaching methods and technologies. The goal is to create a more diverse learning experience for students, thereby stimulating their enthusiasm for learning and innovation, and helping them better adapt to a rapidly changing social and professional environment. The practical principle emphasizes that education should go beyond the teaching of theory to real operation and practical experience, so that students can link what they have learned with real problems, so as to deepen their understanding of knowledge and improve their skills in solving practical problems. The principle of openness requires breaking through the boundaries between school education and social practice, promoting the sharing and interworking of resources inside and outside the school, and opening up a broad learning and practice platform for students, so as to extend the scope of educational activities to every corner of the society, so that students can learn and grow in a wider space.

2. Implementation path of the second classroom education system in secondary colleges of application-oriented undergraduate colleges from the perspective of holistic education

2.1 Enrich the activities in the second class

Secondary colleges should be closely integrated with professional education and carry out practical activities including academic competitions, scientific research projects and social practices, aiming at promoting students' theoretical knowledge and practical ability. Furthermore, by using the convenience of modern information technology, such as the use of online platforms, the space and form of the second classroom are not only broadened, such as holding virtual seminars, online courses and remote internships, but also greatly improved the convenience and extensibility of students' participation. Secondary schools should also focus on cultivating students' innovative ability and entrepreneurial spirit, and provide solid support and professional guidance for students with innovative and entrepreneurial dreams through various channels, such as setting up innovation laboratories, offering entrepreneurship lectures and guiding entrepreneurship projects^[2]. Strengthening international exchanges and cooperation and encouraging students to actively participate in international competitions and overseas exchange programs will not only help broaden students' international perspective, but also promote students' deep understanding and respect for global cultures. In order to promote the development of students' moral education, secondary colleges should organize and carry out a series of extracurricular activities focusing on social responsibility, civic ethics and professional ethics, including voluntary service, community participation and charitable donation, aiming to cultivate students' sense of social responsibility and moral concept through these activities. We attach importance to the promotion of mental health education, and help students establish correct mental health concepts and improve their ability of self-regulation and stress management by holding mental health lectures and providing counseling services.

2.2 Improve the management mechanism of the second classroom

Through in-depth research and analysis of students' interests, secondary colleges can carry out extracurricular activities that are more in line with students' needs and expectations, so as to effectively promote the overall improvement of students' comprehensive quality. It is also critical to establish a sound supervision and evaluation mechanism, including regular evaluation and feedback of the effect of the second classroom activities and continuous optimization of the activity organization and management process. Through the establishment of clear evaluation criteria and indicators, combined with feedback from students and teachers, secondary colleges can adjust the content and form of activities in a timely manner to ensure that the quality and effect of extracurricular activities are guaranteed. In this process, special attention is paid to encouraging students to participate in the evaluation and feedback of activities, which is not only helpful to improve the quality of activities, but also helps to enhance students' sense of belonging and participation.

Secondary schools also need to work hard to strengthen the construction and training of teachers, especially those who are directly involved in the guidance of activities in the second classroom. Through the organization of professional training and workshops, improving teachers' guiding ability and innovative awareness in extracurricular activities has become an important prerequisite for ensuring the teaching effect of the second classroom, and encouraging close interaction and communication between teachers and students can provide more inspiration and motivation for the design and implementation of the second classroom activities. Make full use of modern information technology to innovate the management mechanism of the second classroom, which has become one of the effective ways to improve management efficiency and activity participation. For example, an online platform is established to provide students with one-stop information service for extracurricular activities, from activity registration to achievement display, so that students can easily obtain activity information and participate in the activity process. The construction of the online platform also facilitates the management and supervision of the activities of the secondary school, and finds and solves possible problems in a

timely manner by means of data analysis, thus ensuring the effective operation and continuous optimization of the second classroom education system.

2.3 Strengthen teacher-student interaction and collaboration

Secondary schools should provide sufficient opportunities for interaction by organizing regular research projects and practical activities involving teachers and students, so as to promote in-depth exchange and sharing of knowledge. These programs and activities cover a wide range of subject areas, ensuring access to teachers and students with diverse interests and professional backgrounds, while encouraging interdisciplinary collaboration and innovation to create a learning environment that is both diverse and inclusive. The development and use of modern information technology means, such as online discussion platforms and social media tools, can significantly enhance the instant communication and interaction between teachers and students, so that teachers and students can easily share resources, discuss academic issues and give feedback, and realize a more flexible and interactive learning environment for the second classroom education system^[3].

The secondary school encourages teachers to innovate in teaching methods and strategies, and adopts flipped classroom, project-guided learning and other models to make teaching activities more student-centered, thus enhancing students' participation and active learning awareness. In this open and collaborative learning platform, teacher-student interaction is no longer limited to traditional classroom teaching. Finally, regular training and workshops for all teachers and students are organized to provide guidance and strategies on how to establish effective interaction and collaboration, which not only improves the quality of interaction between teachers and students, but also cultivates the ability of teachers and students to solve problems together and create new knowledge, injecting new vitality and innovation into the second classroom education system of secondary colleges. Through the implementation of these methods, the Secondary College is able to promote an interactive and collaborative learning environment that lays a solid foundation for the overall development of students.

Conclusion

Under the broad vision of three comprehensive education, for application-oriented undergraduate colleges, the construction of the education system covering the second classroom is not only an effective supplement to the traditional education form, but also a key way to meet the social needs and mold high-quality application-oriented talents. In this process, By broadening the scope of the second classroom activities, optimizing the management system, deepening the interaction and cooperation between teachers and students and with the society, and integrating the opportunities of school-enterprise cooperation and social practical operation, it is a crucial step to build a scientific evaluation system. In this way, it can ensure the comprehensive, systematic and innovative development of the second classroom education system, so as to significantly improve the overall quality and practical skills of students, cultivate more outstanding talents with innovative thinking and practical operation ability, and make contributions to the society.

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