

# Study on the Current Situation of the Educational Role of Social Practice of The Communist Youth League of China's Summer “ Bringing Culture/Science and Technology/ Hygienic Health to the Countryside”

Yongfu Bi

College of Agriculture, Tarim University, Alar 843300, China

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**Abstract:** This paper investigates the status of the summer social practice program titled “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” in several colleges and universities in China. It analyzes the existing problems through the perspectives of the key participants, the target audience, and the external environment. Furthermore, it proposes solutions from five aspects: the nurturing mechanism, nurturing culture, nurturing content, nurturing team, and nurturing guarantee. These solutions ensure that the “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice effectively promotes these values. This initiative plays a significant role in college students’ ideological and political education, enhancing its effectiveness in cultivating well-rounded individuals.

**Keywords:** Social practice to educate people; Status of implementation of the role; Path studies

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## 1. Introduction

The Communist Youth League of China’s summer social practice “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” serves as a crucial vehicle for secondary and higher education institutions to enhance ideological and political education in the current societal context. It plays a pivotal role in promoting the overall development and enhancing the comprehensive qualities of university students. This practice constitutes a significant aspect of higher education in China and serves as an effective mechanism for universities to fulfill their fundamental mission of moral education (Lin, S.T., Ma, K., Zhou, L., 2012).

It plays a crucial role in enhancing students’ ideological cultivation, practical abilities, comprehensive qualities, and sense of social responsibility (Chang, H.L., 2014.). Currently, universities across the country are vigorously promoting social practice, organizing students to engage deeply with grassroots communities to understand the nation’s conditions, people’s lives, and societal realities. It is important to understand better how universities organize summer social practices for their students and to leverage the educational role of these practices effectively. This integration of theory and practice is essential for cultivating a new generation of young people who are idealistic, responsible, resilient, and dedicated to hard work.

## 2. Analysis of the status of the educational role played by the summer “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice

Feedback from the survey indicates that many respondents view this practice as effectively bridging the gap between theory and practical application. Through immersive grassroots experiences, it supplements classroom learning and compensates for educational gaps, thereby enriching students’ interest in learning through diverse practical forms. Moreover, participating in this

practice contributes significantly to enhancing students' psychological resilience and promoting mental well-being. Through practical engagement, students learn to manage interpersonal relationships, collaborate with others, and resolve conflicts, thereby enhancing their interpersonal skills. The popularity of voluntary services highlights the preferred form of participation. However, several challenges persist in the actual implementation process, including low participation rates, inadequate practice supervision, superficial engagement in activities, and insufficient enthusiasm from professional teachers in guiding the practice.

### **3. Analysis of the factors influencing the educational role played by the summer “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice**

#### **3.1 The social practice has not achieved full coverage, and individual autonomous educational functions are relatively weak**

Through research, it was found that various colleges and universities surveyed typically organize and implement the summer social practice “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” in team-based projects and individual autonomous practices. The analysis reveals that the number and size of teams participating in team-based summer social practices organized by universities are generally limited. Some students opt for individual autonomous practices, which are characterized by vague objectives, short duration, lack of guidance throughout the process, absence of assessment, and limited educational effectiveness.

#### **3.2 There is a lack of effective supervision during the practice process, and assessment methods vary greatly in quality**

The research revealed that individual autonomous practices exhibit a lack of teacher guidance, clear practice objectives, and specific tasks during the process, leading to uncertain outcomes. In contrast, team-based practices generally have clearer objectives and content, but universities surveyed pay less attention to process management. Assessment and evaluation of practice outcomes also colleges and universities surveyed, often showing a tendency to prioritize the practice itself over reflection and sharing.

#### **3.3 Securing funding for practical activities is a key factor influencing the quantity and quality of practice implementation**

Through research, colleges and universities surveyed all provides funding for social practice activities, ranging from 500 to 5000 yuan depending on the nature and scope of the practice teams. Universities that adequately allocate resources and cover social practice costs generally can see higher student participation rates in social activities. Therefore, the level of financial investment becomes a crucial factor influencing the effectiveness of the summer social practice “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” in fostering student development.

#### **3.4 The practice location is a major factor influencing the implementation of practical activities**

Regarding issues with the summer social practice “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside”, 30.83% of respondents felt that the selection of practice locations lacked specificity, which was the highest proportion. Following this, 27.5% mentioned that the practice themes did not align with their interests, and 26.96% expressed concerns about activities being overly formalistic and lacking substantive content. Other reasons accounted for 29.66% of responses. The primary issue identified is that practice locations often do not meet the practical needs and lack specificity, posing challenges to effective implementation.

#### **3.5 The enthusiasm of professional course teachers to serve as mentors is not very high**

According to the survey, many students hold a positive view regarding the educational impact of the summer “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice. 71.1% of respondents believe that guidance from teachers plays an important role in these social practices. However, 46.62% of students feel that the practices

become superficial without teacher guidance, and lack substantive impact. Based on research and interviews, the enthusiasm and active involvement of teachers in guiding summer social practices across several surveyed universities are generally low. The main participants in guiding these practices are university counselors, youth league officials, with fewer professional course teachers taking on leadership roles. Several factors contribute to this situation: first, teachers have heavy workloads during the academic term and often use vacation time for training, visiting family, or traveling. Second, some teachers use holidays for scientific research, experiments, or project writing. Third, there is a lack of mandatory requirements for professional course teachers to lead students in summer social practices, and universities allocate minimal resources for calculating the workload of teachers involved in guiding these practices.

#### **4. Enhancing the educational role of The Communist Youth League of China’s summer “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice: practical pathways**

##### **4.1 Constructing a practice-based education mechanism involving multiple participants from government, schools, and families**

Led jointly by the local Youth League Committee, Education Bureau, Organization Department, United Front Work Department, Women’s Federation, and other departments, initiatives are being developed to create internship positions suitable for college students during winter and summer breaks. This includes establishing shadowing internships where students with work capabilities are selected to participate. Efforts are being made to enhance the organizational leadership, publicity, project implementation, and recognition systems for the summer “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice, thereby strengthening institutional safeguards. There is a focus on enhancing top-level planning and refining the implementation and assessment processes for students returning to their hometowns for social practice, aiming to fully leverage the role of families in educational outcomes.(Jiang, D.Q.,Hou,B.L.,2016.)

##### **4.2 Constructing a summer social practice culture of cognition, identification, and implementation in alignment**

The “kimchi theory” vividly explains the role of cultural education. In the summer “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside” social practice, emphasis is placed on guiding educational practices, cultivating a culture of practical education, and educating peers through everyday experiences. Creating a strong atmosphere for practical education, and fostering a culture of practical education involves activities such as defending proposals for summer social practice projects, deployment ceremonies, summarizing and honoring achievements, experience exchange meetings, and sharing sessions, presenting the achievements of practical education as vivid examples in the ideological and political education of university students.

##### **4.3 Constructing a multidimensional and comprehensive summer social practice educational content integrating ideological education, routine activities, and specialized projects**

In designing practical content, it is essential to align academic disciplines with societal needs, emphasizing the integration of theoretical teaching with practical applications and adapting practical education to grassroots demands. Social practices should revolve around educational care, medical popularization, national conditions observation, government internships, and rural revitalization. By structuring ideological, routine, and specialized practical content, universities can provide diverse practical opportunities to students, enhancing the effectiveness of practical education in nurturing them.

##### **4.4 Constructing a team for summer social practice education involving teachers, cadres, and students jointly participating**

The development of social practice relies on the joint participation of teachers and students. Encouraging more professional

teachers, outstanding alumni, and technical professionals from collaborating units to join in guiding practical education ensures the correct direction for student learning and practice. This approach guarantees high-quality, diversified, and continuous teaching staff. It clarifies the roles and responsibilities of guiding teachers in practice, establishes workload assessment methods, and actively encourages teachers to integrate university student social practice activities with their research and teaching, nurturing a mutually beneficial learning environment.

#### **4.5 Constructing seamless integration of funding, facilities, and training for summer social practice education assurance**

The effectiveness of implementing practice and its societal coverage is crucial for ensuring the effectiveness of practical education. To strengthen safety measures during practice activities, specific safety management requirements have been proposed for social practice teams, participating students, and accompanying teachers. Students are guided to sign safety responsibility agreements, and parents are informed through consent forms, ensuring their peace of mind in participating in social practice activities. Additionally, insurance coverage is extended to all team members to ensure student safety. Each team is equipped with guiding and accompanying teachers throughout the practice process, ensuring that teachers and students depart, practice, and return together, thereby guaranteeing absolute safety for students during social practice.

### **5. Conclusions**

The survey reveals that university students show high enthusiasm for participating in the summer social practice “Bringing Culture, Science and Technology, and Hygienic Health to the Countryside”, which significantly enhances their teamwork, practical abilities, social adaptation, sense of responsibility, and knowledge application. However, issues such as inadequate organization and publicity, limited participation, lack of guidance and supervision, low involvement of guiding teachers, and insufficient coordination with practice sites have been identified. To address these issues, it is proposed to establish a multi-participant practical education mechanism involving government, schools, and families, institutionalizing their shared responsibilities. Developing a unified practical education culture where cognition, identification, and implementation align will foster a strong atmosphere for practical education. Creating multidimensional practical education content that is engaging and enjoyable will provide a variety of practical activities for students. Building a collaborative practical education team with teachers, cadres, and students will offer robust technical and professional guidance. Ensuring seamless support for practical education by integrating funding, facilities, and training will provide solid support for the smooth conduct of social practices. These strategies aim to enhance the educational role of summer social practices and are crucial for improving the effectiveness of practical education and advancing the ideological and political education of university students.

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