

Exploration and Practice of the "3+N" Model of the Study Style Construction in Private Colleges and Universities

Xinjie Dai

Xijing University, Xi'an, Shaanxi, 710123, China

Abstract: This paper aims to explore the "3+N" model of the study style construction in private Colleges and Universities. It also elaborates on the thought guidance, behavior guidance, learning guidance and N practical activities of study style construction. Through the construction of multi-module study style construction system and a variety of practical activities, the model aims to cultivate students' lifelong independent learning ability and improve the quality of talent training. This paper summarizes the problems and challenges in the construction of the study style, and puts forward the corresponding strategies and methods. Finally, the implementation effect of each module is evaluated, and suggestions for continuous improvement are put forward.

Keywords: Private colleges and universities; Study style construction; 3+N mode; Ideological guidance

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1. Introduction

As an important part of China's education system, private colleges and universities bear the important mission of cultivating outstanding talents. As an important guarantee for talent training, the construction of study style plays a vital role in improving students' learning quality and comprehensive accomplishment. In recent years, with the continuous renewal of educational ideas and the change of social needs, the construction of study style is also facing new challenges and opportunities. The purpose of this paper is to deeply study and analyze the "3+N" model in the construction of the academic style of private colleges and universities. Firstly, we will elaborate the problems and challenges in the construction of the study style, such as insufficient motivation of students to study, non-standard management of the study style, and put forward the corresponding strategies and methods. Secondly, we will focus on the practical experience and effect evaluation of the three modules of "thought guidance", "behavior guidance" and "learning guidance". Finally, we will design and organize the "N study style construction practice activities", and evaluate and continuously improve their effects.

2. Exploration and Practice of the 'Thought Guidance' Module

2.1 The role and function of the "Heart to Heart Party and Youth League Studio"

In the construction of study style, the "Heart to Heart Party and Youth League Studio" should fully play its role in guiding ideology. The studio closely communicates with students, listens to their voices and pays attention to their emotions. And it should be a bridge for teacher-student communication and a support platform for students' learning. The studio not only provides service and assistance, but also plays a guiding role in stimulating students' thoughts. Through communication and interaction with students, the studio can gain a deeper understanding of their needs and confusion to provide them with thought guidance, answer questions and provide help and support. The function of the studio in the construction of the study style is to truly become the harbor of students' hearts, to provide students with care, listening, encouragement and guidance, and to help them establish a correct outlook on the world, life and values.

2.2 Strategies and methods of students' thought guidance

Various strategies and methods are adopted to guide students' thoughts when carrying out the thought guidance module of the study style. Firstly, activities such as keynote speeches, symposiums and psychological counseling can be conducted to guide students to think deeply and express their views and ideas, so as to cultivate their ability to think independently and critically. Secondly, universities can organize some social practice and volunteer activities to make students participate in to feel the reality and problems of society, and stimulate their sense of social responsibility and mission. In addition, relevant courses or lectures can be offered, inviting experts and scholars to share experiences and knowledge, to guide students to broaden their thinking horizons, and cultivate their academic interests and spirit of exploration.

2.3 Evaluate against the implementation effect of the "thought guidance" module

The implementation effect of the "thought guidance" module needs its evaluation and feedback to help it to continuously improve and enhance. Evaluation can be done in a variety of ways, such as conducting regular student satisfaction surveys, organizing symposiums, and listening to feedback from students. Through these evaluation methods, students' recognition of the thought guidance module, satisfaction with activities, and their feelings towards the changes and growth of their own ideological development can be understood. At the same time, students' suggestions and opinions can also be collected to improve and adjust the problems and deficiencies. The results and feedback of the evaluation will provide references for universities to make more scientific and effective study style construction plans, and promote the further development and improvement of students' thought guidance.

3. Exploration and Practice of "Behavior Guidance" Module

3.1 The role and practice of the "Seven-color Pilot" Party and Youth League Class Construction Studio

In the construction of the study style, the "Seven-color Pilot" Party and Youth League Class Construction Studio plays an important role. The studio aims to guide students to develop positive behavior habits and healthy lifestyles, and cultivate their sense of self-discipline and social responsibility. The studio works closely with the Party and Youth League Organization to stimulate students' enthusiasm for participation and sense of collective honor by organizing class activities, volunteering, and community participation. The studio also teaches students the correct code of conduct and social etiquette and guides them to form good behavior habits and values through thematic lectures and training courses. The practical activities of the studio combine the individual strength of students with the collective cohesion of the class, providing a platform and support for students to lead their behavior.

3.2 Strategies and methods of student behavior guidance

Various strategies and methods are adopted to guide students' behavior when carry out the behavior guidance module of the construction of study style. Firstly, through class activities and team cooperation, we aim to cultivate students' collective consciousness and team spirit and stimulate their enthusiasm and initiative. Secondly, through the establishment of behavior norms and reward and punishment mechanism, we aim to guide students to form good behavior habits and discipline awareness. Universities can formulate codes of conduct, clarify standards of behavior, and jointly develop rewards and punishments with students to encourage them to actively comply with regulations and form good behavior habits. In addition, through moral education and legal education, students are taught social morality and laws and regulations, and guided to abide by laws and regulations, respect others, and establish correct moral concepts.

3.3 Evaluate against the implementation effect of "behavior guidance" module

The implementation effect of the "behavior guidance" module needs its evaluation and feedback to help it to continuously improve and enhance. Evaluation can be conducted in various ways, such as conducting regular behavior observation and recording, organizing student seminars, and conducting questionnaire surveys. Through these evaluation methods, students' participation in the behavior guidance module, changes in behavior, and evaluation of work effectiveness can be understood. At the same time, we can also comprehensively analyze the implementation activities to evaluate the influence degree and effect of activities on students' behavior guidance by comparing the data before and after. The results of the evaluation will provide the basis for universities to improve the direction and optimize the strategy to ensure that the implementation of the "behavior guidance" module can achieve good results and continue to improve.

4. Exploration and Practice of "Learning Guidance" Module

4.1 Construction and operation of "Fanghua Ziwei" one-stop service platform

The construction and operation of "Fanghua Crape Myrron" one-stop service platform has played a key role to implement the learning guidance module in the construction of study style. The platform is designed to provide students with a full range of learning

support and services. The platform integrates various learning resources, including course materials, academic journals, online learning platforms, etc., to provide students with convenient learning materials and tools. In addition, the platform also provides learning guidance and tutoring services. Students can obtain learning suggestions and schedule tutoring courses on it. At the same time, the platform has also established an online learning community where students can exchange and share learning experiences and resources with each other. Through the "Fanghua Ziwei" platform, students can receive personalized and comprehensive learning guidance to improve their learning effectiveness and self-learning ability.

4.2 Strategies and methods for student learning guidance

When implementing the learning guidance module in the construction of study style, a series of strategies and methods have been adopted to guide students' learning. Firstly, setting learning goals and plans can help students clarify their learning direction and priorities and make reasonable learning plans. Universities can provide learning guidance and tutoring to help students make personalized learning plans, and provide corresponding learning resources and support based on different disciplines and abilities. Secondly, diverse learning methods and tools are adopted to stimulate students' interest and motivation in learning. To expand their learning channels and methods and improve their learning effectiveness and self-learning ability, students should be guided to use various learning resources and technical tools, such as online courses, virtual laboratories, learning applications, etc. In addition, students are encouraged to participate in academic research, innovative practices, and other learning activities to cultivate their independent thinking and problem-solving abilities.

4.3 Evaluate against the implementation effect of "learning guidance" module

In order to evaluate the implementation effect of the "Learning guidance" module, the comprehensive evaluation and feedback are needed. Evaluation can be carried out in various ways, such as monitoring and comparing students' academic performance, evaluating learning abilities, and conducting surveys of student satisfaction. Regularly analyzing and comparing students' academic performance can help us understand the impact of the learning guidance module on students' study style. At the same time, assessment of learning ability can be conducted to assess the improvement of students' learning strategies, autonomous learning abilities, and other aspects. In addition, student satisfaction surveys can be conducted to understand students' recognition and satisfaction with the learning guidance module, collect their opinions and suggestions, and provide reference for module optimization and improvement. Based on these evaluation results, universities can conduct a comprehensive evaluation of the implementation effect of the learning guidance module, adjust and improve the learning guidance module to continuously make the effectiveness and quality of learning guidance better.

Conclusion

This paper mainly explores the exploration and practice of "3+N" mode in the construction of study style in private colleges and universities. Constructing three modules of "thought guidance, behavior guidance and study guidance" and N practical activities of study style construction aims to cultivate college students' lifelong independent learning ability and improve the quality of talent training. The "3+N" model of study style construction in private colleges provides effective exploration and practice for cultivating college students' lifelong independent learning ability. The overall development and growth of students can be promoted by the organic combination of thought guidance, behavior guidance and learning guidance module and a variety of study style construction practice activities. However, the construction of study style still faces some challenges, such as the design and organization of activities, evaluation and improvement, which require further attention and resolution. I hope that the research in this paper can provide some reference and inspiration for the improvement and development of the study style construction in private colleges and universities.

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