

# Research on the Function Positioning and Practice Approach of "Second Classroom" in Colleges and Universities

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## Abstract

In higher education that based on educating people, cultivating morals and developing intelligence, the "Second Classroom" is as relevant and functional as the first classroom in educational guidance activities. The "Second Classroom" has become an important part in the cultivation and improvement of students' comprehensive quality and morphological consciousness in college education and management activities. As an educational carrier with ideological and political education as the basis, the building of the "Second Classroom" is directly linked to the answers to questions such as "who to train" and "how to train ". This article discusses how ideological and political education are carried out in colleges and universities, analyzing the function positioning of the "Second Classroom", thus suggesting how to build the "Second Classroom".

## Keywords

"Second Classroom"; Function; Practice Approach; Analysis.

## 1. Introduction

The educational value of the "Second Classroom" is as important as that of the first Classroom for the growth and development of college students. The "Second Classroom", with abundant extracurricular activities and theoretical knowledge, builds a new education system covering wide areas and with flexible educational methods. The "Second Classroom" shows sound effect in training activities of higher talents. How to evaluate the functional positioning of "Second Classroom" and determine the training process for college students based on the management characteristics of the "Second Classroom" are important issues to be solved in college ideological and political education and management activities.

## 2. Functional Positioning of "Second Classroom"

"Second Classroom" is the general term for educational methods that cultivate students' comprehensive abilities in terms of ideological and political and moral literacy, academic research and innovation and entrepreneurship, social practice and volunteer service, culture, art and physical fitness, social work, and skills and expertise. It is a carrier platform for political training, knowledge practice, skill upgrade, and quality development. In higher education, the "Second Classroom" has become an important system to facilitate teaching activities. Xiong Wei, an educator in China, believes that the building of "Second Classroom" can get rid of the restrictive factors in traditional educational activities to a certain extent, ensure scientific teaching activities fundamentally to guarantee the authenticity of the educational environment [1]. Judging from the current ideological and political education activities in colleges and universities, a series of issues such as the mandatory input of theory and the complex implementation of goals undermine the development of ideological and political courses. After introduced, the "Second Classroom" promotes the development of talents and the implementation of ideological and political education activities, be it the education or student guidance activities. "Second Class" is not only a platform to expand ideological and political

education, but also an essential basis for evaluating school talent training, students' comprehensive quality, and for enterprises to employ college graduates.

### 3. Practice Approach of "Second Classroom" in Colleges and Universities

#### (1) Integrate educational resources and improve organizational mechanisms

The "Second Classroom" bears the important responsibility of educating and guiding the overall development of students. In the process of building the "Second Classroom", college teachers and leaders must actively build a close and harmonious educational management structure, integrate resources, and improve the organization for the smooth building of the "Second Classroom". In the past higher education process, teaching activities were mainly carried out in one-way guidance from teachers, resulting in low efficiency and making it difficult to improve students' knowledge and skill development. When only teachers and a few full-time leaders enter the "Second Classroom", problems such as uneven distribution of educational resources and failure to meet the overall teaching requirements will gradually come to the surface [2].

Colleges and universities must, by establishing a complete organizational mechanism, ensure the building of the "Second Classroom" with system support and actions to achieve balance between the building of the "Second Classroom" and campus configuration. Colleges and universities need to manage important educational processes such as students' ideological and political education, moral qualities cultivation, academic research and innovation, and entrepreneurship, social practice and voluntary services, culture and art and physical fitness, social work, skills and expertise; integrate educational resources and build a "Second Classroom" education platform with modern educational technology. Colleges and universities must do well in organization management, build a "Second Classroom" management mechanism that is students-oriented, teachers-guidance-driven and supervised by leadership unit, so as to enhance the educational effectiveness of the "Second Classroom". Resources are the fundamental elements that affect the building of the "Second Classroom". Only by delivering a sound resource integration, organization and management, can the "Second Classroom" play a guiding role in educational activities.

#### (2) Strengthen the building of teaching faculty to play the leading role

In the process of building the "Second Classroom", the influence of teachers on ideological and political education activities and students' ideological consciousness cannot be ignored. For higher education, the faculty of colleges and universities directly reflects the how is the school running and how it serves students. Thus, good management of teaching faculty is a must for achieving the long-term and universal educational value of the "Second Classroom".

It is responsibility of teachers to intervene in the educational activities of the "Second Classroom". For that end, schools must actively strengthen building of teaching faculty to make teachers play a leading role in the "Second Classroom". Colleges and universities should select experienced, capable, and strategic teachers to form a "Second Classroom" management team, set the education goals and make education plans of the "Second Classroom", so as to provide sufficient human resources for education services of the "Second Classroom". For those with poor faculty allocation, high-quality and capable talents should be recruited in public in a timely manner, and the building of the faculty should be accelerated through the mentoring system. Colleges and universities must actively play their "leadership role". On the one hand, teachers are required to lead students by setting an example and with professional qualities and great skills to create conditions for the building of the "Second Classroom". On the other hand, school administrative departments must participate in the "Second Classroom", adjust the practical methods and correct shortcomings of "Second Classroom", and make the current teaching system play the guiding role from education to practice. By doing so, good foreshadowing will be made for the practical education of "Second Classroom".

(3) Strengthen the concept of student-oriented and focus on quality improvement

"Second Classroom" is an important platform for students' development. In the process of carrying out practical education activities around the "Second Classroom", colleges and universities must form a student-centered education philosophy to ensure that the "Second Classroom" is meaningful and applicable, and its value of educating people is fully displayed. For colleges and universities, college students are the easiest to accept new ideas, new cultures, and new skills. In the process of building a "Second Classroom" with college students at its core, the implementation of the student-oriented concept can't do without the support of modern life element [3]. As a result, colleges and universities can re-initiate the practice of "Second Classroom" from the perspectives of educational methods and activity forms: pave the way for the "Second Classroom" with the help of Internet, Weibo, Chinese version of twitter, Wechat official accounts and other carriers. By expanding the influence of "Second Classroom" to the online and virtual environment and connecting "Second Classroom" with the students' communication, "Second Class" will be more competitive. "Second Classroom" cannot solely be built theoretically, colleges and universities can try to enrich "Second Classroom" around community service, ideological and political education knowledge contests, patriotic speeches and other activities to provide students with more diversified opportunities for them so express themselves.

#### 4. Conclusion

The "Second Classroom" has pointed out a new direction for the development of ideological and political education, and its educational value is comparable to that of the first course. But for the educational management of colleges and universities, how to implement the "Second Classroom" practice is the priority issue. Colleges and universities must determine a more scientific "Second Classroom" management system from the perspective of resources, education, and ideology to guide and educate students, and then promote advancement of educational activities with a scientific "Second Classroom".

#### References

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