

Research on the Path of College Social Practice Course

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Abstract: At present, many colleges and universities do not pay enough attention to social practice courses, and there are problems such as lack of pertinence and effectiveness in content and single mode. Based on the background of the new era, this paper analyzes the existing problems of the social practice course of the theory course in colleges and universities, hoping to further improve the teaching quality of the theory course in colleges and universities by improving the system, clarifying the course orientation, perfecting the course system, innovating the teaching mode and other forms.

Keywords: College Theory Course; Social Practice; Perfect Curriculum System; Innovation Teaching Mode

1. Preface

Many colleges and universities arrange social practice courses in theory courses, but the degree of emphasis is not enough, which is manifested as: no curriculum system of social practice courses has been established, and the understanding of social practice courses is insufficient. Some schools even take social practice courses as an elective course for students and do not include them in the college talent training plan. In addition, there are no corresponding system guarantees and norms for social practice courses, and many schools simply carry out social practice activities for students in small groups, lacking systematic management and arrangement, which is not conducive to the cultivation and improvement of students' comprehensive ability. [1]

Therefore, schools should pay more attention to the social practice course in the theory course, and make it clear that the theory course teachers are responsible for the construction of the course.

2. Method

2.1 Establish the Social Practice Curriculum System for Students

In the theory course, social practice course is an important course for students to gain practical experience, enhance practical ability and realize self-value. However, at present, social practice courses in many colleges and universities are simply carried out in groups, lacking systematicness and planning. Many students lack interest in this course and cannot really participate in social practice activities. Therefore, the school should establish a perfect social practice curriculum system, clarify the goals and tasks of students' social practice, and formulate corresponding management systems and management norms on this basis. In addition, the school should actively cooperate with relevant units to jointly carry out social practice activities, while strengthening ties with students' parents and communities. In short, the school should actively carry out the contact with the society, make full use of various resources, and establish a perfect social practice curriculum system. In addition, schools should pay attention to the construction of teachers and strengthen the training of teachers' social practice ability. Colleges and universities should attach importance to the construction of theoretical teachers and actively provide them with learning and training opportunities. At the same time, the enthusiasm and initiative of teachers participating in social practice should be improved. Colleges and universities should also pay attention to the guidance and help of teachers in the process of participating in social practice activities. In short, the school should provide support and guarantee for the social practice course in all aspects. [2]

2.2 Strengthen the Construction of Social Practice Course Teachers

First of all, schools should strengthen the training of teachers and improve the ability and level of teachers to carry out social practice lessons. Through various forms of

training, it is necessary to help teachers fully understand the importance and necessity of social practice courses, effectively improve the ability and level of theory teachers to carry out social practice courses, and actively organize teachers to visit and study in social practice bases, so as to enhance teachers' understanding of social practice courses and stimulate teachers' interest in theoretical courses. Secondly, schools should create opportunities for theory teachers to go out for study and training, and promote teachers to fully understand the teaching content and teaching methods of social practice courses through various forms of training, so as to provide theoretical support and guidance for the teaching of social practice courses. Finally, schools should strengthen the assessment and evaluation system construction of social practice courses for theoretical teachers, and formulate a scientific and reasonable assessment and evaluation index system. [3] At the same time, schools should include the development of social practice courses in theoretical courses into the year-end assessment of teachers, so as to fully mobilize the enthusiasm of theoretical teachers to carry out social practice courses.

2.3 Improve the Assessment and Evaluation Mechanism

At present, the social practice course in the theory course in colleges and universities is mainly assessed by the theory teacher as a unit. However, because the school does not pay enough attention to the social practice course, many theory course teachers do not evaluate the students according to the relevant requirements, which leads to the social practice course does not really play its due role. [4] Therefore, schools should strengthen the training of theory teachers, increase their emphasis on social practice, and strengthen the assessment and evaluation of social practice courses, so as to promote the all-round development of students. Specifically, the school should improve the evaluation mechanism of students, and add the content of students' practical ability, ideology and morality into the evaluation. For example, students' participation in social practice activities can be used as one of the evaluation criteria for students' achievement. In addition, the situation of students participating in social

practice activities should be included in the comprehensive quality evaluation system of students; Finally, the students' participation in social practice activities should be linked to the evaluation first. In addition, schools should take social practice as one of the important contents of teaching reform, and constantly explore new teaching methods and means in teaching. For example, we can use the Internet and other modern means to build a platform for social practice activities for students. In short, schools should strengthen the evaluation mechanism construction of social practice courses in theoretical courses, so as to improve the quality and effect of social practice courses in theoretical courses. [5]

2.4 Based on the Curriculum Objectives, Clear Course Positioning

The essence of social practice course is to educate college students, and college theory course, as the main channel of education for college students, should be combined with the content of social practice course in the course goal to form a linkage mechanism. The course goal of the social practice course of the university theory course should be based on the talent training goal of the university, which needs to pay attention to the combination of education and practical activities on the basis of the clear course orientation, and organically combine the theoretical knowledge and practical activities to achieve the organic unity of theoretical education and social practice. In addition, the theory and social practice courses in colleges and universities also need to take students as the center and pay attention to the play of students' main role. Therefore, on the basis of clarifying the curriculum objectives of theoretical courses in colleges and universities and social practice courses, it is necessary to fully recognize the subjective role and initiative characteristics of college students. To be specific, the play of college students' individual subjectivity means that college students can actively participate in the teaching process and take the initiative to play their own subjective initiative and learning enthusiasm. Therefore, teachers of theory courses in colleges and universities should fully consider the learning characteristics and acceptance ability of college students when designing teaching content, and carry out teaching activities with college students as the

center. In actual teaching, teachers should make personalized design according to students' professional characteristics, interests, career development and other factors. Through the full understanding and analysis of the individual differences of college students, the combination and entry point of social practice courses and college students' development are found to improve their learning enthusiasm. In addition, in the actual teaching, we should pay attention to the reform of students' assessment and evaluation system, and organically combine students' classroom performance with their final exam results. In short, the social practice course of the theoretical course in colleges and universities should constantly promote the course reform and innovation, and constantly enhance its effectiveness and pertinence. [6]

Social practice course is an important carrier and means to educate college students. First of all, the theory course of social practice in colleges and universities is conducive to improving students' ability to understand, analyze and solve problems. Secondly, the theory course of social practice is conducive to enhancing the sense of social responsibility, national responsibility and national mission of college students. By carrying out social practice activities, college students can feel the responsibility and mission they shoulder, and enhance their sense of mission and responsibility for the destiny of the nation and the future of the country.

Third, the theory and social practice courses in colleges and universities are conducive to improving students' professional quality and promoting their all-round development. By carrying out social practice activities, college students can combine professional knowledge with practice in the process of participating in social practice activities, and improve their ability to solve practical problems; At the same time, it also helps to promote the comprehensive development of college students' professional quality, professional knowledge and professional ability. [7]

After clarifying the course objectives of social practice course in university theory course, it is necessary to further clarify the orientation of this course in university theory course. In the course of practical teaching, the theoretical courses in colleges and universities should combine social practice courses with other

courses to realize the mutual promotion and integration of theoretical education and practical activities. In practical teaching, we should pay attention to the function of curriculum theory education and training students' professional quality, professional knowledge and professional ability. First of all, we should make full use of the advantages of university theory courses to improve the level of university students' theoretical knowledge and quality; Secondly, we should give full play to the advantages of theoretical teachers in colleges and universities to improve the professional quality of college students. Finally, we should make full use of the advantages of the theoretical course teaching platform to promote the improvement of students' comprehensive quality.

To sum up, as one of the important links in the education and teaching activities of college theory courses, social practice courses undertake multiple functions such as learning theoretical knowledge, cultivating moral quality and improving physical and mental quality of college students. Therefore, when teaching social practice courses in colleges and universities, theory teachers should base on the requirements of course objectives, clarify the course orientation and course objectives, and reasonably design the content and form of social practice courses. To realize the combination of theoretical education and practical activities, classroom teaching and extracurricular activities, teacher teaching and student participation, teacher guidance and student independent learning. Only in this way can the social practice course of the theory course in colleges and universities achieve the expected teaching effect and educational objectives. Of course, the theory course teachers in colleges and universities should improve their comprehensive quality continuously in the course of social practice.

2.5 Enrich the Teaching Content and Improve the Curriculum System

The richness and diversity of the teaching content of the theory course is an important content that embodies the principle of combining theory with practice. The social practice course should take the teaching content as the carrier to help college students realize the learning and understanding of theoretical knowledge through various ways,

so as to effectively realize the political identity, ideological identity and emotional identity of college students. The social practice course should take the concrete practical activities as the carrier, combined with the reality of college students' study and life, and provide targeted guidance to help college students solve their ideological confusion. The social practice course is rich in content and diverse in form, which can help college students understand the theoretical knowledge better.

First of all, improve the curriculum system, improve the teaching effect. Colleges and universities can establish the corresponding curriculum system according to the teaching content, and build an education model that matches the course modules with the teaching content and combines classroom teaching with social practice. Such as in the classroom teaching can intersperse national conditions and other related content; Assign certain social practice tasks after classroom teaching; Social practice activities should be included in the students' training plan as compulsory courses. The social practice course can be carried out based on the relevant contents in the theory course, and the course modules and teaching contents can be flexibly arranged according to the characteristics of the course. In short, by improving the course system and course modules, we can better help college students to strengthen their ideals and beliefs.

Secondly, focus on the transformation of practical results. Colleges and universities can actively explore how to transform the results of social practice courses into the comprehensive quality of college students. In social practice, students can record their personal learning, participation in volunteer services, professional skills and other content. Students can make use of their professional knowledge to contribute to the construction of the motherland. In addition, students can also participate in volunteer service activities, participate in public welfare activities as one of the evaluation of the comprehensive quality of students. After the end of social practice, they can also take their participation in social practice activities as an important basis for students' evaluation of awards, graduation and employment. [8]

In short, colleges and universities should pay attention to the construction of theoretical courses and social practice courses, and enrich

and improve the curriculum system from the aspects of teaching content, teaching methods and teaching achievements transformation. Social practice course is an important part of college theory course. Colleges and universities should make full use of social practice course as an effective way to guide college students to actively participate in social practice activities and constantly improve their comprehensive quality and ability.

2.6 Optimize Course Design and Innovate Teaching Mode

First of all, the setting of social practice courses should be student-oriented

The content design of social practice courses of theoretical courses in colleges and universities should be student-oriented and fully consider the actual situation of students, so that students can have more opportunities to participate in social practice, so that they can get exercise and improve in the process of participating in social practice. In the design of social practice course content, we should embody the unity of ideology, theory and practice, and integrate social practice course with theory course. In setting up social practice courses [9]

During the course, different social practice courses can be set up according to different majors, so that students can increase their understanding of other professional knowledge while learning this professional knowledge, and lay a foundation for their future work. The content of social practice courses should be closely related to students' future employment, so that students can constantly improve their own knowledge system in learning.

Secondly, the teaching design of social practice courses should pay attention to the main body status of students

Students are the main body of the class, teachers should attach importance to students' main body status, and combine classroom teaching with practice. In the teaching design of social practice courses, teachers should pay attention to students' learning interests and set relevant courses according to students' professional characteristics and interests. When setting the course, different teaching methods can be selected according to different grades of students, and the course content can be combined with the actual life of students, so

that students can understand it more easily. For example, in the course of designing social practice, students can participate in some practical activities of enterprises and enhance their interest in social practice by communicating with employees of enterprises. In the course of social practice teaching, students should be actively guided to participate in social practice, so that students can have a deep understanding of society through social practice, and improve their ability to recognize, analyze and solve problems. [10]

3. Conclusion

Social practice course is an important part of college theory course, which can play a good role in the teaching process. The organic integration of social practice course and professional course can further improve the teaching quality of theoretical course. But at present, many colleges and universities do not pay enough attention to social practice courses. There are some problems, such as insufficient attention, lack of pertinence and effectiveness of social practice courses, and relatively simple form of social practice courses, which hinder the improvement of the teaching quality of theoretical courses in colleges and universities. Therefore, it is necessary to improve the teaching quality of theory courses in colleges and universities and further enhance the comprehensive quality of college students by improving the awareness of the importance of social practice courses, optimizing the content and form of social practice courses, strengthening the training of social practice teachers and perfecting the evaluation mechanism of social practice courses. In short, the teaching of theoretical courses in colleges and universities should be student-centered, give full play to the main role of students, respect students' subjective status in the teaching process, and constantly stimulate the enthusiasm and initiative of students to participate in teaching activities. Only in this way we can give full play to the educational role of theoretical course teaching in colleges and universities and cultivate more

high-quality talents who meet the needs of development in the new era.

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