

Research on Integration of College Ideological and Political Education and "Second Classroom"

Xiaorui Li^{1*}, Hua Zhang²

^{1,2}*Mianyang Teachers' College, Mianyang, Sichuan, China*

^{*}*Corresponding author. Email: 1251644384@qq.com*

ABSTRACT

When education is prosperous, the country is prosperous, and when education is strong, the country is strong. The younger generation is the builder and successor of China's socialist cause, and shoulders the important task of realizing the great "Chinese Dream." As an important base for educating the younger generation, colleges and universities not only undertakes the task of teaching subject knowledge, but also is a hotbed of ideological and political education. Both of them occupy an equally important position in the education system of morality cultivation. Therefore, how to effectively use the broad platform of "second classroom" to further promote the ideological and political education in colleges and universities on the basis of continuously improving the educational function of ideological and political courses in colleges and universities is a new direction that every ideological and political worker in colleges and universities constantly explores. Based on the "second classroom" in colleges and universities, this paper intends to explore the internal connection between second classroom and ideological and political education, and the possibility of combining the two as a breakthrough to create a new path for the integration of ideological and political education and second classroom.

Keywords: *ideological and political education, second classroom, integration research*

1. INTRODUCTION

On Dec.7, 2016, the National Conference on Ideological and Political Work in Colleges and Universities was held in Beijing. General Secretary Xi Jinping pointed out in his speech, "It is necessary to insist on taking morality cultivation as a central link, and carry out ideological and political work throughout the entire process of education and teaching to achieve whole-process and all-round education and strive to develop a new development pattern of higher education course in China". [1] In his speech, General Secretary Xi clearly pointed out that the implementation path of ideological and political work in colleges and universities is to run it through the entire process of education and teaching. Therefore, on the basis of continuously improving the actual effect of ideological and political curriculum education in colleges and universities, curriculum ideological and political reform project has also been launched in various colleges and universities, and becomes a new base for ideological and political education. It further broadens the range of ideological and political education classroom and adds benefits for enhancing and consolidating the effects of education.

Nevertheless, colleges and universities have not stopped walking on the road of promoting all-round ideological and political education, especially in the

"Three All-round Education", that is, all-staff education, whole-process education, and all-round education, as well as "inclusive education" [2] and "innovative education" and other educational concepts continue to enjoy popular support from people. How to establish an all-staff and all-round ideological and political education system, create new education platform and improve the education method become urgent problems to be solved by ideological and political worker in colleges and universities. Therefore, this paper intends to take the opportunity of "second classroom transcript" system [3] vigorously promoted by the Communist Youth League in colleges and universities and explore a new path for the integration of ideological and political education and "second classroom" in colleges and universities, and collaborative education.

2. THE CURRENT STATUS OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES

The ideological and political work in colleges and universities has always been called the "lifeline" of various works in colleges and universities, and the ideological and political theory course (referred to as the ideological and political course for short) has long occupied an important stronghold on this "lifeline".

This is because such course is not only the guarantee for colleges to implement and adhere to the correct direction of running schools, but also the key point for implementing the fundamental task of "morality cultivation". Therefore, in all kinds of colleges and universities in China, even in case where the learning of the ideological and political courses has problems including obvious compulsions, outdated content and rigid teaching methods, such course is constantly in the backbone position of the education system. Hence, the one-sided recognition of "students' ideological and political education is a matter of ideological and political course and counselors" is derived. But as far as the current situation is concerned, many people hold this point of view. Therefore, against the background that the Ministry of Education is constantly promoting the reform of ideological and political courses and the professionalization of counselors, the effect of ideological and political education in colleges and universities has been greatly improved.

At the same time, under the guidance of the "Three All-round Education" concept, ideological education has expanded its education platform from the ideological classroom to other classrooms, and the teaching reform guided by the "curriculum ideology and politics" [4] is being conducted in colleges and universities in full swing. However, the horizontal expansion from ideological and political teachers to all front-line teachers only broadens the coverage of classroom teaching. The educational system of ideological and political education in colleges and universities still has neither been shaped into a three-dimensional system, nor broken the restriction of first classroom (i.e. planned classroom teaching), and the education of "all-staff" participation is still just a beautiful wish. Moreover, judging from the implementation results of the current curriculum ideological and political education, the integration of ideological and political elements in the professional teaching process has higher requirements for teachers' education capability. Teachers' education capability fundamentally depends on their consciousness of education. If a teacher does not have a strong ideological and political consciousness, it is difficult to mine and refine the ideological and political elements from the professional curriculum system and integrate them into the teaching process. [5]

3. "SECOND CLASSROOM" IN COLLEGES AND UNIVERSITIES AND ITS DEVELOPMENT

The "second classroom" in colleges and universities is proposed relative to the first classroom. This concept first appeared in the "Management of Institution of Higher Education" by Mr. Zhu Jiushi, a famous educator in China. Namely, it is outside the teaching plan, guides and organizes students to carry out

various meaningful and healthy extracurricular activities. [6] It is an organic supplement to the first classroom and also plays a role in educating people.

3.1. Backing to classroom with system and creating a new pattern

With the advancement of education reform and the deepening of the concept of all-round education, colleges and universities have become more and more aware of developing and utilizing the second classroom on the premise of attaching importance to the first classroom education. In 2016, the Central School Department of the Communist Youth League released the "Implementation Measures for the Pilot Work of the 'Second Classroom Transcript' System promoted by the Communist Youth League in Colleges and Universities". Followed by in Jul. 2018, the Central Committee of the Communist Youth League and the Ministry of Education jointly issued and printed the "Opinions on implementing the 'Second Classroom Transcript' System promoted by the Communist Youth League in colleges and universities" which proposed to promote the implementation of the Communist Youth League's "Second Classroom Transcript" system in colleges and universities nationwide. [7] This move undoubtedly brought the second classroom education platform that was often ignored into people's sight. The strong returning of "Second Classroom" with the system received unanimous attention from the majority of colleges and universities. At present, the "Second Classroom Transcript" system has been implemented in many universities. However, the implementation method is slightly different. In the school where the author works in, the system is incorporated into the student cultivation program. The assessment requirements are converted into 10 required credits which and professional required credits belong to two different modules. This initiative puts all the extra-curricular activities like sand and sand into a unified system, which not only guarantees the extra-curricular activities, but also makes the second classroom presenting a "flourishing" state.

3.2. Thought is absent and form is greater than content

The launch of the "Second Classroom Transcript" system aims to break the barriers between the first classroom education and second classroom education, further broaden the education platform of ideological and political courses, enrich the educational form, consolidate the educational achievements, and finally achieve the goal of collaborative education. Since the launch of the system for a period of time, the participation rate of students has increased significantly from the past. The reason is that the system has become more mandatory,

and the 10 required credits have made "participation compulsory" a consensus. The second classroom, which seems to be full of flowers, is actually more popular than effective. The high participation rate loses the voluntary factor of students, so it loses the soil of its significance of rooting into education, and the effect of educating people is impossible to talk about.

What is the reason why students are not actively involved in activities? After the author's previous investigation, it was found that the opinion most commonly mentioned by students is "I don't want to do activities for activities", and

"I feel that activities have no practical significance". It can be seen that the lack of educational elements makes the activities lose their souls, and the appearance of high participation rates cannot cover the reality of students' "passive participation" and "adaptation to activities", which is the far different from the connotations of "active participation" and "satisfying different demands" as advocated by "inclusive education". In addition, as in the implementation of the second classroom transcript system, there are still cases that various platforms' total credits cannot be flexibly replaced, some students take the goal of getting credits as the purpose, do not pay attention to independent choices, and ignore the dominant position of self-education. [8]

Therefore, it is believed that the activity itself should be given a clear educational meaning, to avoid the phenomenon of doing activities for getting credits, and to change from passive participation to active, achieve the ideal state of "active participation, learning with gains and making continuous improvement", and truly give play to the education function of the second classroom and constructing an "all-round" education system.

4. EXPLORATION FOR THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND "SECOND CLASSROOM"

Ideological and political education has a strong historical and epochal nature. In different periods, college educators must constantly change their concepts, innovate means, and build new platform on the basis of accurately grasping the "two natures" to effectively implement ideological and political education.

4.1. Feasibility analysis of the integration

Judging from the current status of ideological and political education, the teaching of the first classroom focuses on the theoretical level, affecting students in ideological and political education by professional

learning, and achieving the purpose of ideal and belief education and patriotism education in a subtle way.

Compared with the teaching and education by the first classroom, the second classroom focuses on practical education. The characteristics including openness, flexibility and autonomy [9] make the two have great differences in communication modes and education methods. Restricted by place and method, classroom teaching tends to be on unidirectional linear transmission. This model is difficult to maximize the teaching effect. The flexibility in content and form of practical education makes bidirectional circular communication possible, and this model can maximize the educational intention of the communication subject.

The two education methods have different forms, but the educational purpose and content are highly consistent. This internal consistency destines that the integration of the two is feasible; the distinctive characteristics of each other are also destined to the integration of the two.

4.2. Path analysis of the integration

4.2.1 Educating people by culture and creating "one brand for one institute": Xi Jinping emphasized at the National Conference on Ideological and Political Work of Colleges and Universities that we should pay more attention to educating people by culture, extensively create civilized campuses, carry out diverse, healthy and elegant campus cultural activities, and widely carry out various social practices. [10]

The second classroom activities in colleges and universities have always been in various forms and rich content, but despite the "full blooming state, it is hard to endure for long time". How to inject new vitality into the activity and continue the function of educating people, educating people by culture is a necessary choice. General Secretary Xi once said, "Confucianism and other doctrines existing in Chinese history all adhered to the principle of serving for reality, and focused on exerting the educational function of culture." [11] And China's excellent traditional culture also occupies an important position in the practical work of ideological and political education in colleges and universities. [12]

As a hidden way of education, educating people by culture can permeate the elements of education into all aspects of student life, and achieve the purpose of "morality cultivation" in a subtle way. China is a country with ancient civilization and long history of traditional culture. Integrating the traditional culture of various local places into student activities creatively can enrich the connotation of activities and further promote the inheritance and development of traditional culture while enhancing the sense of belonging of students.

In colleges and universities, the typical method of cultural education in the second classroom is to create "one brand for one institute", namely one cultural activity brand for one school or one college/department. The brand can be a single type or a series. However, in the process of shaping "one brand", we must not only dig deep into the regional culture, but also combine the professional characteristics of the school, college/department and the personality characteristics of students. It should not only reflect the cultural connotation, regional characteristics, professional characteristics, but also give students a sense of closeness and identity and make students available to finish the whole process of education in the process of participating in activities.

4.2.2 Educating people by practice and forming a "centralization + decentralization" compound model:

Ideological and political education is a kind of practical activity. Its clear purpose, strong penetration and distinctive nature of the times have shown that practice is an effective way to carry out ideological and political education. [13] It is not only a platform for testing the effect of classroom education, but also an effective form of feedback to education.

In view of the current college students' practice, it is the best choice to establish a "centralization + decentralized" compound practical education model. "Centralization" mainly refers to the organized and planned summer practice activities carried out by various colleges and universities, including the "three going-to-the-countryside" activities of science, technology, culture and health sectors, the "four entering-into-community" activities of science, technology, culture, law and health sectors, the promotion and popularization of poverty alleviation activities, and the dream pursuing plan, volunteer services, and related practical activities carried out by the school's practice teams. "Decentralization" mainly refers to the practice activities that students independently carry out according to their own abilities and development needs under the unified requirements of school. In practice, students need to integrate into the society, accept the social test, and complete the whole education process of "testing-finding deficiencies-making improvement" in practice.

4.2.3 Educating people by Internet and building an "Internet +" education platform:

In the "Internet +" era, ideological and political education has been given new meaning and value. The integration of Internet technology in ideological and political education has become an important trend and characteristic of ideological and political education in the new era. [14] In the first classroom, Internet

information technology is used as an auxiliary means of teaching. It plays a significant role in innovating teaching methods, enriching teaching content, and improving teaching effects. However, limited by the time and space of classroom teaching, the powerful role of Internet technology has not been fully exerted. Therefore, applying Internet technology to the second classroom can effectively break through the limitations of classroom teaching and build a new platform for the ideological and political education of the second classroom. So far, new education methods such as "Internet + course based ideological and political education", "Internet + party building", "Internet + counselor's ideological and political education work", and "Internet + theme education / activities" have been continuously highlighted, and various beneficial explorations have been continuously introduced. Various forms of e-learning platforms have also been gradually established.

In the second classroom, constructing an "Internet +" ideological and political education platform not only meets the learning characteristics of current students, but also can effectively improve the limitations of classroom teaching in time and space, broaden the first classroom's ideological and political education platform, and meet the requirements of "all-staff" participation. Secondly, based on "Internet +", it is possible to carry out more abundant educational activities, such as micro-classes, online courses, various APPs that integrate learning and entertainment, Weibo, WeChat, etc., which are popular among students. This method can effectively capture the fragmented learning time of students, allow students to receive ideological and political education in a subtle way, and internalize it into a part of their comprehensive quality. Thirdly, the "Internet +" model optimizes, innovates, and expands the carrier of ideological and political education, enables educators to use the Internet to capture the latest achievements in scientific and cultural development and the latest fashion trends among college students, and find topics that can strike a chord with students. [15] The speed of spread, the breadth of coverage, and the thickness of the capacity also push the effect of ideological and political education into depth.

5. CONCLUSION

Colleges and universities is an important platform for ideological and political education. Ideological and political work is also an important part of college education. At the same time, ideological and political education is a long-term and arduous task. With the development of the times, the society puts forward higher and higher requirements for ideological and political education in colleges and universities.

Therefore, for ideological and political work in colleges and universities, ideological and political workers need to accurately grasp the regularity of

such work, grasp its essence and connotation, at the same time, create new methods of ideological and political education in combination with the learning content of students' majors and the personality characteristics of students. First of all, on the basis of strengthening the ideological and political education in the ideological and political course, it is needed to continuously promote the curriculum based ideological and political system engineering, and further broaden the platform of ideological and political education; second, it is needed to introduce ideological and political education into students' second classroom activity, enhance the ideological guidance extent of the activity, enrich the content of the activity, give the activity a new education function, build a new education platform, establish a comprehensive education system, and be brave to undertake the historical mission of "morality cultivation" in colleges and universities.

ACKNOWLEDGMENT

Fund: This paper is one of the staged achievements of the general project of social-science special counselor under joint construction school and local place in 2018 "Research on Integration of College Ideological and Political Education and 'Second Classroom'" (Project No.: MYSYSZYB05).

REFERENCES

- [1] Xi Jinping attended the National Conference on Ideological and Political Work in Colleges and Universities and delivered an important speech [Z]. www.gqt.org.cn, 2016 (12). (in Chinese)
- [2] Tang Zhisong. Educational Principles: Research and Teaching [M]. Southwest China Normal University Press, 2017 (7): 7-8. (in Chinese)
- [3] Tang Qiuling. "Transcript System" Activates the Second Classroom [N]. China Education Daily, 2018 (08). (in Chinese)
- [4] Ke Yina. Exploration of insurance course reform from the perspective of curriculum ideology and politics [N]. Journal of Shanxi University of Finance and Economics, 2019,41 (S2): 107-108. (in Chinese)
- [5] Zhu Guangqin. A Probe into the Educational Elements and Mechanism of "Ideology-oriented Courses" on the Basis of Morality Cultivation [N]. Journal of Nanjing University of Science and Technology (Social Science Edition), 2019 (12): 86. (in Chinese)
- [6] Zhu Jiushi. "Management of Institution of Higher Education" [M]. Wuhan: Huazhong University of Science & Technology Press. 1983: 45-46. (in Chinese)
- [7] Xiao Ying. A Probe into the Construction and Implementation of the "Second Classroom Transcript" System of the Communist Youth League in Colleges and Universities: Taking Wuhan Business University as an Example [J]. Think Tank Era. 2019(8): 133. (in Chinese)
- [8] Wu Min. Exploring the path of ideological and political education of college students in the construction of the second classroom [N]. Journal of Jiamusi Vocational Institute, 2019 (10): 30). (in Chinese)
- [9] Wu Qiuyue. Research on an Innovative Model for Promoting Talent Cultivation Based on the Construction of Second Classroom Transcript [J]. Journal of Higher Education. 2019 (24): 43-44. (in Chinese)
- [10] Putting ideological and political work throughout the whole process of education and teaching and creating a new situation in the development of higher education in China [N]. People's Daily, 2016-12-09 (1). (in Chinese)
- [11] Zhang Zuoxiang. Practical significance of Chinese traditional culture in college ideological and political education [N]. Guangming Daily, 2015-12-11 (7). (in Chinese)
- [12] Xi Jinping's speech at the opening ceremony of the International Symposium to commemorate the 2565th anniversary of the birth of Confucius and the 5th General Assembly of the International Confucianism Federation [N]. People's Daily, 2014-09-25 (2). (in Chinese)
- [13] Liu Yi'ning. Research on the Innovation of Practical Ideological and Political Education in Universities [J]. Ideological and Political Education, 2019 (11): 39. (in Chinese)
- [14] Xie Jiyong. Ideological and Political Education Dilemma and Countermeasures in the "Internet +" Era [J]. Intelligence. 2019 (10): 193. (in Chinese)
- [15] Hu Rong, Pan Hong. Investigation and Reflection on the Current Situation of Ideological and Political and Cultural Education of Higher Vocational College Students in the Context of New Media [J]. Think Tank Era, 2019 (51): 85. (in Chinese)