Research on the Main Problems and Causes of College Students’ Social Practice

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Abstract. In recent years, the social practice of college students has received extensive attention. It is the Party's fine tradition and style to integrate theory with practice. The combination of theoretical education and practical education is the fundamental principle of College Students' ideological and political education. A great deal of work has been done by the relevant central departments such as the Ministry of Propaganda, the Ministry of Education, the Central Committee of the League, local departments and universities, and the research on practical education and social practice of college students is also in-depth conducted. Based on this, this paper mainly analyzes the shortcomings and causes of College Students' social practice, and further puts forward targeted strategies and suggestions, in order to optimize the social practice of college students in China to better carry out.

College students participating in social practice activities can understand the society, understand the national conditions, increase their talents, contribute to society, exercise their perseverance and cultivate their character, deepen their understanding of theories and knowledge what they learn in the classroom, deepen their understanding of the Communist Party's line, principles and policies, and firmly follow the road of socialism with Chinese characteristics under the leadership of the Communist Party of China. The students’ social practice activities is of great significance for training qualified builders and reliable successors, realizing the common ideal and belief of the great rejuvenation of the Chinese nation, strengthening the sense of historical mission and social responsibility. At the same time, it is also of great significance to strengthen college students' self-independence. College students' social practice is not only the continuation of school education and classroom teaching, but also the transformation of college students from "campus students" to "social workers" and the process of accepting social education. From the perspective of the formation process of people's ideological and moral character and the actual needs of College Students' all-round and healthy development, the importance and significance of social practice education is indubitable. Developing social practice of college students in a planned way is also an inherent requirement for colleges and universities to accomplish the fundamental task of "building morality and cultivating people".

1. The Main Problems and Shortcomings of College Students' Social Practice

1.1 College Students' Social Practice has not yet been Fully Covered

"Some Opinions of the Ministry of Education and other Departments on Further Strengthening the Practical Education Work in Colleges and Universities" stipulates that "every undergraduate student has accumulated not less than four weeks’ time to participate in social practice activities during the semester and no less than two weeks’ time for postgraduates and students in Higher Vocational colleges". At present, higher vocational colleges and universities continue to strengthen the practice and training process of College students, especially senior students, which will result in a phenomena, that is, social practice is replaced by practical training. Thus, social practice has not yet reached the full coverage of college students. The students who do not participate in practical activities will not receive the corresponding social practice education, thus reducing the possibility of college students to receive social practice education.
The running process of College Students' social practice is a complex and systematic project, which includes three stages of preparation of organization, implementation, evaluation and feedback, and several specific working steps. Only by doing the work of each stage and step in detail, can social practice achieve the desired results. However, at present, in the running process, colleges and universities cannot achieve the desired results. There are still some unsatisfactory aspects. Firstly, the work at all stages of the operation of social practice is not solid enough. Secondly, there is a lack of effective control over the specific implementation process. Some college students do not fully understand the significance of social practice, there is a phenomenon: perform one's duty or finish social practice negligently or dishonestly. In the practice of specific practical activities, the college lack of effectively monitor on students’ behavior. Thirdly, there are security risks in the specific practical activities. In the process of social practice, college students have potential safety hazards because of their weak safety consciousness and lack of corresponding experience. Accidental personal injury also occurs during social practice because of weather and other reasons, or because of paralysis and inadequate preparedness. Lack of strict management in the process of practical education will lead to lack of standardization of practical education accepted by college students, and thus the quality of practical activities cannot be guaranteed, which will affect the function of social practice education of college students.

Whether the practical activities are in depth or not should be considered according to the performance of college students in the actual process and the quality of practical results. Firstly, practice is mere formal and lacks depth. Some college students only stay at the level of participation in practical activities, only satisfied with superficial work and form, unable to calm down and lack of in-depth thinking. Second, college students do not know how to practice. In the eyes of some college students, social practice only stays at the level of visiting enterprises and villages and experiencing social life, but does not go deep into working as a worker. Although some college students or practice teams devote themselves to practical activities with pre-determined task objectives and practical projects, they do not know how to carry out them, resulting in unitary practical methods and the lack of scientific and reasonable practical design. Because relatively simple practice process and weak pertinence, the college students gradually lose interest in practical activities.

Social practice is a purposeful, organized and planned process of educating, in which the supervision and guidance of educators are indispensable. Most of the instructors of social practice are League cadres, counselors and teachers of Ideological and political theory courses, and the participation of professional teachers is limited. Another manifestation of the lack of in-depth teacher guidance is that it is difficult to deepen and transform the results of practice. High-quality activities, such as research reports, scientific and technological works, rationalization proposals, etc., are generally evaluated as the evidence of college’s evaluation. On the basis of this evaluation. Continuing to guide, support and deepen the improvement is inadequate, social practice education is an organized, planned and purposeful teaching process for educators.

During this period, the guidance to college students is indispensable. On the one hand, the guidance of educators is conducive to the practice education to follow the laws of education and improve the effectiveness of practice education. On the other hand, the guidance of educators is the guarantee for the smooth and in-depth implementation of practice activities. Therefore, limited guidance will restrict the effective operation of College Students’ social practice process.
2. Analysis of the Causes of the Problems and Deficiencies in College Students' Social Practice

2.1 The Leadership System of College Students' Social Practice Organizations Needs Further Improvement

In the process of practical education, the educators, the government, the competent educational departments, colleges and teachers, are the main body of teaching. As the main body of education which is not directly involved in teaching, the competent department of education has more function orientation in social practice activities, which lies in putting forward norms and designing systems. As the main body of organizing and implementing college students' social practice, colleges and universities undertake such functions and tasks as organizational leadership, system design, planning and operation, coordination and control in the process of practical activities. These functions and tasks are the basis and prerequisite for the smooth implementation of social practice and the guarantee of educational effect. In view of the problems existing in social practice, we can find out the reasons from the college's level, which are mainly reflected in the following aspects: firstly, the organizational leadership system is not perfect enough. Social practice is an institutionalized education project. From the national level to the relevant education authorities, they have specially formulated policies and systems, and all of them make corresponding demands on organization and leadership. Secondly, there is no mechanism of joint force of practical education. Social practice is a systematic and complex education project. Like daily teaching activities, it is necessary to formulate a detailed organizational implementation plan around the goal of education, and pay attention to the overall promotion according to the law of practical education. However, at present, social practice has not been integrated into the overall situation of college's work and improved to its proper position. Most colleges and universities have not incorporated practice into the formal teaching plan and curriculum system, which is arbitrary. The relevant departments in Colleges and universities are responsible and cooperate closely. The concept and working mechanism of "one game of chess" have not yet formed, which is one of the important reasons that affect the effect of education.

2.2 Guarantee Measures for College Students' Social Practice Operation Need to be Improved

Firstly, in the social practice safeguard measures, the fund safeguard is an important aspect and the basic condition for the smooth development of social practice. Social practice funds mainly depend on the allocation of funds from colleges themselves. Limited funds can hardly cover all participants and meet the needs of in-depth development. Limited funding is also difficult to stimulate the enthusiasm of teachers to guide social practice. Few colleges and universities can calculate the workload of teachers to guide social practice and give corresponding incentives and subsidies. As a safeguard measure, the construction of social practice incentive mechanism still needs a long way to go. The coverage, intensity, strength and frequency of incentive, as well as the actual effect of incentive need to be further strengthened, which all need to be based on the investment of funds. The evaluation mechanism is not perfect. The process monitoring, information feedback, effect tracking and result evaluation in social practice activities are merely absent.

2.3 Lack of Initiative of College Students' Subjective Consciousness in Social Practice

Teachers, who are in the "front line" of social practice activities, are responsible for the planning and design of college students' social practice activities, specific organization and implementation, process guidance and other work.

Teachers undertaking this task in colleges and universities include: Communist Youth League cadres, student work cadres, counselors, part-time class teachers, ideological and political theory teachers and some professional teachers. The reasons for inadequate teacher guidance include that the awareness of the importance of social practice education needs to be continuously improved, the understanding and recognizing of the educational objectives and functions of social practice activities are not accurate and profound enough, and there are not a few teachers who have a half-understanding about educational objectives and just teach for the purpose of fulfilling their
work tasks. It is clear that social practice has the function of consolidating curriculum teaching contents, broadening students' horizons, and strengthening the combination of theory and practice. But in general, guiding social practice activities, especially the whole process of guidance, is an additional task to a large extent, involving relatively more time and energy. The calculation of teachers’ workload is difficult to follow one criterion; participation in guiding social practice activities is partly due to a responsibility, a hobby and enthusiasm, which leads to teachers' low enthusiasm in guiding practical activities.

As the main body of practical education, college students do not have strong subjective consciousness and enthusiasm to participate in practical activities. Especially, the utilitarianism thought of senior students participating in social practice activities is strong. College students do not fully agree with the role of practical activities in educating people. At the beginning of participating in social practice, their ideological understanding is also vague. They only participate in social practice in order to fulfill the requirements of the college, but with the improvement of grade, accumulation of experience and the times of practical activities, the college students gradually enhance and improve their the ideological understanding about social practical activities.

2.4 College Students' Knowledge and Ability Reserve of Social Practice Participants is Insufficient.

Whether educators (teachers) or educatees (college students), there are some problems at present, such as inadequate accumulation of theoretical knowledge of social practice and inadequate practical ability. On the one hand, the practical ability of teachers themselves is not strong. Teachers guide students to carry out social practice involves all stages of practical activities. The content of the work itself puts forward higher requirements for teachers, and some educators are not fully qualified. On the other hand, to improve the effect of practical activities in educating people, as educators themselves, they should have rich practical experience, instill educational content into college students, and guide them to devote themselves to lively and vivid social life. They should not only apply the theoretical education content learned in class in social practice, but also verify the course through social practice activities. At present, most teachers have not fully possessed this ability or need to be further strengthened. On the other hand, college students do not own knowledge and ability which they need prepared in advance. All these phenomena lead to the disconnection between College Students' social practice activities and their actual needs for success, and have a direct impact on the effect of practice.

2.5 College Students' Social Practice Needs Active Support from All Sides

Social practice is to establish various forms of practice content based on the principle of "co-construction and two-way benefit", starting from the actual needs of local construction and development and the needs of College Students' training and growth. However, the atmosphere and situation of wide acceptance and strong support have not yet formed. It is manifested in the following aspects: social practice is indispensable without the stage of society, and the smooth progress of social practice activities cannot be separated from the support of all sectors of society. Many companies and regions regard the acceptance of students to their own areas and the development of practical activities in their own company or region as self-seeking troubles, and lack of enthusiasm for accepting college students and practical teams. The cooperated parts cannot provide positive support conditions, lacking of spirit and consciousness of active service. Such indifference from local company and other enterprises will often greatly dampen the enthusiasm of college students in practice, which is one of the direct reasons for the lack of in-depth social practice of college students. Second, bad social atmosphere and wrong values in society will bring some negative impact on the social practical activities of the college students. College campuses are quite different from the educational environment of society, and there are obvious differences. Social practice requires college students to go out of campus and go deep into society to receive education. At this stage, the ideological and political morality of college students is not yet mature and their knowledge and practice are not unified. On the one hand, they can grow up through social practice. On the other hand, because of the weakness of college students in the
transitional period from "campus people" to "social people", the impact of negative social thoughts and behaviors on college students cannot be ignored. Third, the atmosphere of public opinion supporting practical activities is not strong enough. In the media, such as news media, because of the lack of innovative forms and contents of social practice activities, students cannot make much contribution to local economic development, so there are fewer positive reports. These above situations, such as insufficient attention to college students' social practice, inadequate measures and insufficient methods, make forming supporting environment of college students from all aspects becoming difficult.

3. Summary

In recent years, college students' social practice has developed vigorously and achieved important results. With the further development of social practice activities, educators, society and educatees have a growing awareness of the importance of social practice in educating people. The progress and development of education is a process of solving problems on the basis of constantly finding problems, perfecting and developing education better and moving forward continuously.

The guarantee and integration mechanism of College Students' social practice is a series of measures and favorable conditions for the smooth progress of College Students' social practice and the expected results. The measures adopted and the conditions created will combine the relevant elements of the social practice education system through linkages, complements, restructuring and synthesis to form a reasonable structure, achieve integrative, coordinate development and give full play to the greatest effectiveness of the whole unit. The guarantee and integration mechanism of College Students' social practice includes teaching guarantee mechanism, team guarantee mechanism and material guarantee mechanism. College students' social practice is combined with professional teaching. Higher education emphasizes the cultivation of College Students' practical ability and innovative spirit. Whatever discipline or specialty, it should follow this requirement and rule. Social practice just provides the soil and platform for college students to improve their practical ability and cultivate their innovative spirit. From this point of view, college students' social practice and college education agree with each other to the large extent. In the process of social practice education, educators are both subject and object. Correspondingly, college students are both subject and object too. The transformation of educators and college students' subject-object role is determined by the characteristics of different stages and their respective tasks in the process of social practice. Educators should regard social practice as an important content and way of educating people, follow the principles of social practice and the law of College Students' growth and development, organize and implement college students' to take part in social practice activities in the whole process. In the whole social practice education, educators play the main role of educating people in three stages: starting, implementing and feedback. Guide college students to enhance their awareness of practical success, guides them to practice correctly, so as to enhance their comprehensive ability.

In the process of practice, it is helpful for the long-term development to find out the shortcomings of College Students' social practice in time and constantly improve the system. At the same time, deepening college students' social practice is the realistic need for college students to grow up and become talented in the process of realizing the great rejuvenation of the Chinese nation.

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Reference


