

Research on the second classroom model under the "three comprehensive education" of higher vocational colleges

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Abstract: *In recent years, vocational colleges and universities have taken "second classroom" as an innovative move in the comprehensive reform of education and teaching, but the study finds that compared with the first classroom teaching, there are still problems such as insufficient cognition, low attention and incomplete structure of "second classroom". This article explores the second classroom model of higher vocational colleges under the "three comprehensive education of people", aiming to promote the current ideological education and political work in higher vocational colleges.*

Keywords: *Second Classroom, Three Perfections, Education, Ideological and Political Education*

1. Introduction

The new era of education emphasizes the educational concept of "putting people first and prioritizing moral education", and universities must closely focus on the fundamental task of cultivating morality and talents.^[1]In order to better implement the requirements for higher education, under the system of "three comprehensive education", how to reflect the contribution of the second classroom to promoting higher education and talent cultivation is currently an urgent need to improve and enhance the development of student education.

2. The Necessity of Innovating and Reforming the Second Classroom Education in Vocational Colleges under the System of "Three Comprehensive Education"

In 2016, the National Conference on Ideological and Political Work was held, which proposed the goal of cultivating talents in universities in the new era, which is to "cultivate what kind of people, for whom". The meeting pointed out that ideological and political education in universities should be integrated into the entire process of education and teaching, truly creating a "full staff", "full process" and "comprehensive" educational atmosphere. In the practical process of achieving the goal of "three comprehensive education", the collaborative education of the first and second classrooms has become a key and necessary factor in promoting the development of "three comprehensive education". The "second classroom" is relative to the first classroom, which refers to the collaborative promotion of some ideological and political education activities in the process of implementing the first classroom. In terms of content, the implementation of such activities is closely related to the first classroom. The second classroom can also be said to be an extension and supplement to the first classroom, characterized by autonomy, universality, and diversity. It is an important way and method to cultivate the comprehensive development of moral, intellectual, physical, aesthetic, and labor among college students. At the same time, it is also an important link and carrier in promoting the development of the "Three Comprehensive Education" education system in universities, playing a huge role in the learning and personal growth of university students.

The concept of "three comprehensive education" emphasizes the need for universities to integrate ideological and political education throughout the entire process of talent cultivation, emphasizing student-centered approach, integrating the concept of full participation into every aspect of student education, and conducting comprehensive and systematic management education. In this process, the coordinated development of the first and second classrooms is an important prerequisite for the realization of the "Three Comprehensive Education". In recent years, various vocational colleges have fully implemented the talent cultivation model of the second classroom, making its development prospects increasingly promising. However, it is also accompanied by many problems. Therefore, the

second classroom education needs innovative reform to adapt to the changing needs of the times for talents.

In the context of the new era, various vocational colleges undertake the mission of cultivating high-quality skilled talents in the country. The implementation of the second classroom is at the right time. It is a new mode of education that is different from traditional classroom education. The integration of the second classroom can cultivate better thinking, operational, innovative, and collaborative abilities of college students. The most important thing is that it can express ideas, showcase talents, broaden their horizons, enhance their ideological and moral cultivation, enrich their extracurricular life, and further spread their personal thinking, enable students to gain ideological and cultural influence, and become more interested in learning. Therefore, vocational colleges should pay more attention to the second classroom education and strengthen social practice efforts, so that teachers and students can all participate in the second classroom education, providing students with a richer social practice platform than the first classroom, and comprehensively improving students' quality. Taking students as the center and fully participating in the second classroom education is an important task for vocational colleges at present.

3. Problems in the second classroom education model

According to relevant data, although domestic vocational colleges have achieved some theoretical and practical achievements in the second classroom education model, in some weak areas, there are still some issues:

3.1 Lack of correlation between the first and second classroom education evaluation systems

At present, vocational colleges have relatively complete teaching assessment and evaluation results for the first classroom, with teachers participating in the entire process of education and teaching in the first classroom. However, there is a lack of standardized and unified assessment and evaluation mechanisms for teaching practice activities in the second classroom. The annual evaluation and professional title evaluation of teachers are mostly directly linked to the first classroom, and rarely involve the assessment results of the second classroom. Most vocational colleges mainly evaluate and judge students' grades based on their first classroom performance, while the second classroom is weighted to obtain the final grade evaluation. This form of learning can lead students to participate in activities in the second classroom in order to gain additional points, rather than participating independently. Some students even neglect the learning in the first classroom in order to obtain more extracurricular additional points, thus losing the true meaning of the second classroom and hindering the cultivation of students' comprehensive qualities. So, it leads to the loss of correlation between the first classroom and the second classroom, forming independent branches.

3.2 Inadequate teaching planning for second classroom activities

According to the author's understanding, at present, vocational colleges have not included second classroom activities in the overall education and teaching plan like the first classroom education, and there is also no relatively effective scientific planning.

With the impact of the "million enrollment expansion" policy in vocational colleges, the number of students is increasing, while the shortage of school faculty and other teaching resources is gradually becoming apparent. In this process, the education in the second classroom is often overlooked and even replaced by the first classroom.

In the teaching arrangement of vocational colleges, the first and second classrooms are often confused, leading to conflicts in time. In addition, the school's educators do not attach great importance to and have a high understanding of the second classroom teaching, which also leads to a lack of proactive cooperation among various departments. Finally, it prevents the second classroom from fulfilling its true role.

Secondly, the teaching and activities of the second classroom require the support of venues and funds. However, currently, vocational colleges do not allocate dedicated venues and funds for the second classroom activities, which can result in organizers and educators being unable to meet their expectations. Students will gradually lose interest, and it is inevitable that they will give up activities due to venue competition during the implementation process. Due to tight funding, the content and

effectiveness of the event have been greatly reduced. Therefore, it is inevitable that the activities of the second classroom become a formalism and have not played a substantive role, hindering the pace of the prosperity and development of the second classroom.

In short, the education and activities in the second classroom have not formed a complete system compared to the first classroom, with a single organizer and most of them being the responsibility of the school youth league committee. There is a lack of specific professional teaching organizational units to participate, which makes the second classroom activities lack professionalism and connotation, and ultimately makes them easy to go through.

3.3 Insufficient evaluation system for second classroom activities

According to relevant data, most vocational colleges lack a reasonable and complete evaluation system for the implementation of the second classroom, resulting in insufficient communication and coordination between class teachers and teachers before the implementation of the second classroom activities, and failure to timely summarize and evaluate the activities after the activities.

In most vocational colleges, the second classroom and the first classroom are treated as two independent branches. Meanwhile, due to the diversity and complexity of second classroom activities, the evaluation system can only evaluate students' participation one-sidedly. From the perspective of students, they have fully and actively participated in activities and gained knowledge. However, from the second perspective, there is no corresponding indicator to evaluate students' learning situation. This makes the most important evaluation indicator for students upon graduation mainly based on their academic performance in the first classroom, which gives the admission unit a wrong message and does not truly reflect the innovative and hands-on abilities of vocational college students. The main reason is still that there is no comprehensive evaluation system for the second classroom.

3.4 Insufficient logistics support mechanism in the second classroom

At present, most vocational colleges still invest funds in the construction of the first classroom, paying more attention to the education and achievements of the first classroom. For the second classroom, there is very little funding, and more funding for the second classroom needs to be sponsored by the school youth league committee, which makes the development of the second classroom intimidating; In the case of abundant technical funds, most of them carry out large-scale public welfare and cultural activities. For activities that develop students' innovation and hands-on abilities, such as competitive competitions, large and medium-sized speech competitions, and club activities, there is a shortage of funds. This leads to a lack of effort in the work of teachers, low initiative of students to participate, insufficient communication, and insufficient atmosphere.

3.5 Insufficient proportion of participants in the second classroom

Due to students' insufficient understanding of the purpose and significance of participating in the second classroom activity, they have not accurately grasped how to choose to participate in the activity, what activities to participate in, and what expectations to participate in the activity. In the end, it makes students only participate in activities to complete the credits required by the school, causing them to lose their motivation to participate in activities. In activities, simply mechanically follow others to learn. For literary and sports activities, students show higher enthusiasm, and there is also a higher enthusiasm for participating in activities with rich rewards. For public welfare activities, compulsory labor, and other activities, students' participation is clearly insufficient. However, these activities can exercise students' sense of unity and improve their overall quality in the second classroom education.

3.6 Weak teaching staff for the second lesson education activities

Compared to the first classroom, the teacher's schedule is very limited, and the school has not arranged teachers with targeted and comprehensive skills to promote the implementation of the second classroom. At present, the main planners and organizers of the second activity in vocational colleges are the school's Party and Youth League Committee, newly employed counselors, and some student cadres. These teachers have insufficient professional knowledge and skills during the activities. For students to improve their overall quality,

More professional and experienced teachers are needed to guide students. From a student's

perspective, students can learn more professional knowledge from the teacher and become more interested in the content in the second classroom, improving their participation and sense of achievement. From the teacher's perspective, it is possible to more accurately evaluate students' performance and provide reasonable suggestions and scores.

Therefore, vocational colleges should cultivate and introduce a team of knowledgeable and skilled teachers, fully reflecting the educational significance of the second classroom.

4. Suggestions for the Second Classroom Education in Vocational Colleges under the "Three Comprehensive Education" System

Although the second classroom has made some achievements in the quality education of vocational college students, there are still some problems and relatively weak links. The following suggestions will be made:

4.1 Comprehensive positioning and reasonable planning of second classroom education activities

Vocational colleges should refine the activities of the second classroom. Due to the lack of fixed time and space constraints for second classroom activities compared to the first classroom. Therefore, the second classroom should have a reasonable planning of time and content, so that students can access knowledge and experience anytime and anywhere. At present, some universities in China have taken the first step of reform by incorporating second classroom teaching into the entire student teaching system, requiring students to complete the second classroom activity hours before graduation and switch to the credit system. This kind of planning has achieved initial results in vocational colleges. For example, when students carry out second classroom activities in the school, in addition to completing the credits and extracurricular internship activities in the first classroom, they also need to participate in the activities in the second classroom, and need to choose and take credits based on their own interests and suitable majors to meet the assessment requirements and graduate smoothly.

In addition, in order to improve students' professional skills and enhance their social practical abilities, vocational colleges should incorporate second classroom education into their talent cultivation system, based on the classroom, do a good job in second classroom education, cultivate more excellent and comprehensive talents, and ultimately achieve the goals of "three comprehensive education" and "moral education".

4.2 Establish a student-centered second classroom activity atmosphere with full participation from all staff

In vocational colleges, student-centered education should focus on the comprehensive development of students in all aspects. Under the education system of "Three Comprehensive Education", students are allowed to freely utilize their strengths and set up professional guidance teachers for activities, which can develop their interests, hobbies, and thinking potential to a greater extent. Through participating in the second classroom, students can experience the professional training of experienced teachers and actively learn to explore new fields.

In the second classroom activity, professional guidance teachers should participate throughout the entire process and provide guidance. During the activity, teachers and students need to strengthen mutual communication and exchange, comprehensively understand students' strengths and interests, and if necessary, record students' growth process, make it special and amplified, so that students can make progress in their own strengths. Only in this way can the role of the second classroom be fully played under the "Three Comprehensive Education" system. In this regard, schools should assign tasks and indicators to teachers, and support professional teachers to carry out the second classroom activities in a full, full, and all-round manner, so as to integrate teachers, students, and activities and actively promote the development of the second classroom in vocational colleges.

4.3 Organize rich second classroom activities

In response to the problem of single second classroom activities in vocational colleges, schools should start from the perspective of students and combine first classroom education to explore the diverse interests and hobbies of vocational college students. For example[2-4], various practical courses and elective courses can be designed to enable students to not only acquire skills but also

comprehend the scientific spirit in their minds and thinking; Through practical activities such as off campus visits, students' ability to combine theory with practice can be further enhanced, and further improvement can be obtained from practical aspects; Encourage active participation in scientific and technological innovation activities such as scientific paper lectures, scientific and technological innovation competitions, and subject competitions, so that students can stand at the forefront of science and use scientific methods to discover, analyze, and solve problems; Practical training on entrepreneurship can be carried out to help students gain an early understanding of their professional fields and industries, laying a foundation for their future work and work. In addition, social research or community volunteer services can also be conducted to expose students to society and gain a better understanding of society earlier, so that they can better integrate into society after graduation; Organizing students to engage in various cultural and sports club activities to improve their overall quality, expand the quality and methods of making friends, and contribute to their physical and mental health. The author analyzes the implementation of second classroom activities in a vocational college within a year, as shown in Figure 1:

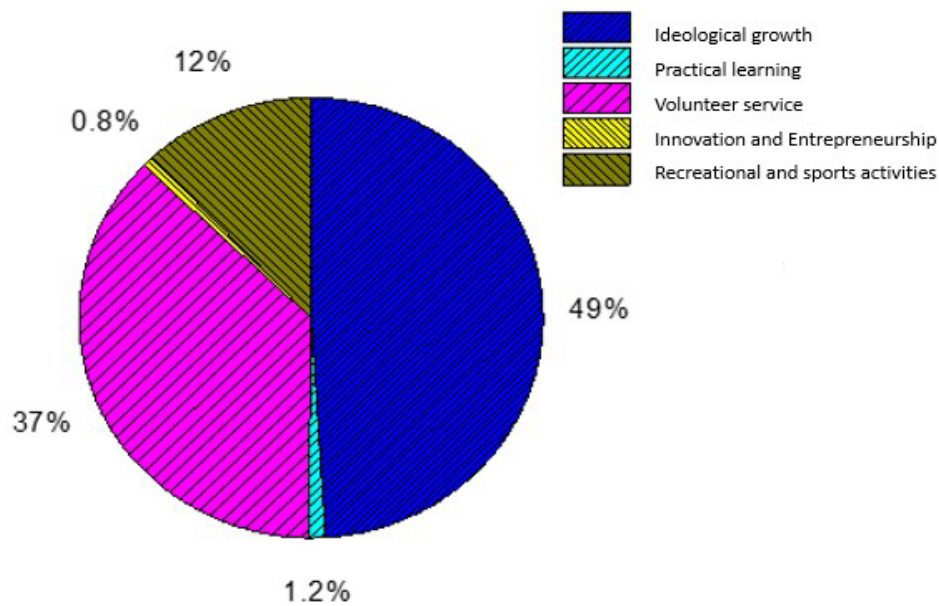


Figure 1: Distribution of Participation in Second Classroom Activities in a Vocational College within a Year

It can be seen from the figure that ideological and political education activities account for a relatively large proportion, which is related to the continuous deepening of the "three comprehensive education" in vocational colleges, thus reflecting the importance of "cultivating morality and talents" in vocational student education. It should be noted that practical learning and innovation and entrepreneurship account for a relatively low proportion, and schools should increase their investment in both areas in order to make technical students competitive upon graduation. Therefore, vocational colleges should scientifically and reasonably organize the teaching content of second classroom education, so that students can achieve comprehensive physical and mental development under the guidance of professional teachers, and better adapt to society after graduation.

5. Conclusion

With the continuous development of the national education industry, more and more educators are attaching greater importance to the second classroom. Vocational colleges have integrated the "second classroom" system into the comprehensive reform of "three comprehensive education", effectively promoting the second classroom to play a comprehensive role in educating people throughout the entire process. We believe that in the future, vocational college education will steadily develop forward.

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