

Innovate the Entrance Education Mode for Freshmen in Colleges and Universities with the Concept of "Three-wide Education"

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Abstract: *For the cause of reform and opening up and socialist modernization in the new era, a large number of talents must be cultivated and brought together to invest in the great cause of national rejuvenation. Colleges and universities are indispensable cradles for breeding and transporting talents. Every year, countless students attend colleges and universities. At the same time, outstanding graduates leave the campus to develop and construct various industries and aspects of China. In their growth, the accumulation of each step is significant, and implementing freshmen' entrance education is the most critical step in the initial stage. This article explores the "three-wide education" application in freshmen' entrance education from the three dimensions of the "three-wide education" method, helping them complete their academic planning and take a significant first step in enrollment.*

Keywords: *Three-wide education; College enrollment; Entrance education*

1. Introduction

The primary task of higher education is to cultivate socialist builders and successors with all-round development of morality, intelligence, physique, aesthetics, and working spirit. The concept of "three-wide education" is closely related to the basic task of education, and together they inject new blood into the mechanism of cultivating talents in colleges and universities. "Three-wide education" is a self-contained educational concept that aims to cultivate excellent socialist talents in an all-round way and provides an important guiding ideology for talent cultivation in higher education. It emphasizes the implementation and unification of educational work from the three dimensions of all personnel, the whole process, and all links to ensure students' growth and success. Entrance education for freshmen in colleges and universities is a critical practice of "three-wide education" in the whole process of higher education. In view of the various adjustment problems that freshmen face after enrollment, how to help freshmen adjust to this change, how to help them start college life smoothly, and how to effectively implement freshmen education are especially important.

2. The Current Situation of Entrance Education for Freshmen in Colleges and Universities

The primary purpose of college freshmen' entrance education is to help them complete their role change as soon as possible and adapt to their new studies and life. However, at present, the entrance education for freshmen in colleges and universities in China is still in an imperfect stage, which is mainly reflected in the following aspects.

2.1 Irrationality of Education Time

According to statistics, most colleges and universities have a one-month entrance education period, and very few colleges and universities set entrance education time for one semester or one academic year[1]. Most colleges and universities adopt high-density and concentrated learning methods to ensure the academic process is completed on time, resulting in a lack of continuity and rhythm in education. Therefore, most students receive little help in their entrance education and even feel confused.

2.2 Lack of Hierarchy of Educational Content

The entrance education for freshmen in colleges and universities needs more hierarchical content. The educational content is still mainly based on theoretical knowledge, such as military training, school opening ceremony, safety and discipline lectures, and mental health education. It does not include students' interpersonal communication, confusion about career prospects, personal development goals, etc., and cannot solve students' practical problems. Entrance education for freshmen in colleges and universities is based on theoretical knowledge and empiricism, which makes it difficult for entrance education to achieve the expected results.

2.3 Lack of Variety of Educational Methods

Entrance education consists mainly of lectures, meetings, and group visits. The school blindly transmits knowledge to new students but does not conduct a dynamic evaluation of students' acceptance and educational effects. Poor teacher-student interaction and passive learning cause students to lose enthusiasm for entrance education, which does not provide substantial help in solving personal problems and personal development.

2.4 Incoordination of Education Staff

Entrance education is a systematic project that requires the coordination and participation of various departments and parties in the school. At present, entrance education is mainly the responsibility of the Student Affairs Office and is implemented by counselors[2]. Professional teachers and other functional departments have yet to be involved. There is a lack of educational linkage between departments, and entrance education can only adopt a centralized and single education method, which lacks pertinence and coordination.

2.5 Unmatching of Student Needs

Since the autumn of 2018, the first batch of post-00s entered the campus and gradually became the main force of incoming freshmen. Compared with the post-90s, they are quite different regarding thinking, social interaction, and psychology. Therefore, the entrance education for freshmen should match their current needs. However, current entrance education is a continuation of past empiricism, failing to raise students' interests, and the educational effect is not up to expectations.

3. The Significance of Entrance Education for Freshmen in Colleges and Universities

The National Conference on Ideological and Political Work in Colleges and Universities pointed out that education in colleges and universities nationwide should not only be carried out around the concept of establishing morality and cultivating people but also conduct ideological and political education to create a new situation in higher education. Entrance education is the starting point of university education and the first lesson of every first-year student's university career. On the one hand, carrying out entrance education can guide students to establish correct ideas and values, help them adapt to the college environment as soon as possible, clarify their development direction, and help them grow into talents. On the other hand, the development of society and the expansion of enrollment in colleges and universities have put forward new requirements for university education[3]. Entrance education for freshmen in colleges and universities should be advanced with the times, which conforms to the requirements and reality of higher education, and lays a solid foundation for colleges and universities to complete the fundamental task of building students' morality and cultivating people. Entrance education can broaden the thinking of university education and help university education find a new direction and journey. Generally speaking, entrance education is the beginning of higher education, a meaningful way to encourage freshmen to integrate into university life faster, and a crucial method to help them transit from high school to university life. Therefore, the entrance education of freshmen has important practical significance. Whether it is for students' personal development or the education work of colleges and universities, entrance education plays an important role.

4. "Three-wide Education" Application in the Entrance Education of Freshmen in Colleges and Universities

Freshmen who have just entered university have vague ideas about their future development directions. They are confused about how to start with their academic career planning. Therefore, it is difficult for them to set practical and feasible goals. Under this circumstance, the counselor will introduce the deeds of outstanding graduates and the growth trajectory of peer models to show them a variety of development directions. Secondly, the staged goals students must complete in each grade will be concluded from the teachers' perspective. And then, combined with the characteristics and preferences of students, the plans will be implemented in students' daily studies and life, completing the accumulation. Finally, a qualitative change will be formed. By connecting, integrating, and linking the "three-wide" education" method, schools will continue to deepen the three dimensions and models to help freshmen complete their academic plans, taking a significant first step in higher education.

4.1 Connecting the Process, Educating People throughout the Process

First, freshmen should be helped to clarify their development directions on the cognitive level. Unlike the previous education model, university education allows students to make independent choices and develop independently. At the beginning of enrollment, students need clarification about future development direction since they have unclear self-awareness and a lack of understanding of their professional background[4]. Schools should closely focus on the students' adaptability problems and carry out entrance education in different stages and levels to purposefully help students. For instance, counselors show the growth deeds of many outstanding peers through themed class meetings and the development status of outstanding graduates after leaving school, helping freshmen clarify their development direction at the cognitive level.

Secondly, emotional resonance should be formed to deepen the goal. Through the linkage of counselors, outstanding graduates are invited to share their deeds and life status through online and offline methods, and exceptional student cadres in school share their growth experiences so that freshmen can further identify with their chosen development direction and gradually reach an emotional resonance. At the same time, referring to the development path of outstanding student models and their accumulation process during school, freshmen can set practical and staged goals and continue to deepen them combined with their capabilities[5]. The college can also organize special lectures led by the dean of the department to explain the professional characteristics and development prospects to freshmen, clarify the school's training purpose, help students define their learning goals, give them a basic understanding of the future employment direction, and increase students' professional identity and build their confidence in university life.

Finally, students should practice skills and take follow-up actions. After the sharing from counselors, outstanding graduates, and student role models, freshmen can be inspired and resonated and have a basic understanding of their own learning goals and development. Then, counselors and professional course instructors present professional development ideas and practical advising experience to help them complete their academic career planning, translate knowledge from textbooks into future practice, and prepare for career planning.

4.2 Integrating Resources and All Staff

First, the power of peer role models is tremendous. For freshmen, peers come from the student group; excellent peer role models are practical and visible benchmarks around them. They are the closest and most persuasive examples, which can guide the proper development direction for freshmen in the most objective way. Peer role models have a broad and profound influence on freshmen. Schools should mobilize outstanding alums and graduates to fully play the power of role models and inspire freshmen to forge ahead. The objective examples will give students a clear and definite development direction and let them feel the power of role models. Freshmen can gain more practical learning experiences through excellent seniors around them. Then, they can choose development directions based on personal situations and others' experiences. Using peers' perspectives can help freshmen understand university life and update their growth process.

Second, the teacher's experience inspires the younger generation to move forward. Teacher guidance is the main force to lead students' academic growth. Counselors and professional course teachers both play an essential role in the process of student growth. The education of professional knowledge, the

development of extracurricular activities, thematic class meetings, and the guidance of practical experience can appeal to encourage freshmen to approach excellence while promoting their vigorous growth[6]. In the end, it can also assist students in future employment and help them realize their value.

Third, students should conduct self-improvement to achieve personal goals. Entrance education is also inseparable from students' introspection and resonance. Through educational activities such as themed lectures, experience exchanges and sharing, and group counseling, students must deeply understand the school's training goals and actively participate in them. Students should devote themselves to interactions with peers and teachers, gradually improving themselves. At the same time, guidance and accumulation in the early stage can help freshmen take the tasks to be achieved shortly into action and take this opportunity to strengthen the overall atmosphere of the class and form an excellent course and study style, enabling them to improve their ideals and beliefs. Under the guidance of peer-driven, teacher-led, and personal resonance, students will continue consolidating knowledge in various university stages, inheriting excellent development experience and realizing personal value.

4.3 Linking Stages and Omnidirectional Education

First, grasping the golden education period of freshmen admission is the most critical step. During this period, along with the change of environment and roles, freshmen are full of confusion and worry about the unknown world. It is challenging for them to take control of the rhythm of study and life. Therefore, some of them will experience a sense of disparity. Freshmen in the transition stage most need practical help and guidance from the explanations of the counselors, the drive of outstanding graduates, and student cadres, which are three effective ways to influence students. It is an opportunity not to be missed to implement entrance education for freshmen to identify the direction of personal development and establish phased goals.

Second, counselors should maintain close contact with students, including monitoring students' thinking dynamics and conversation surveys, providing targeted content for students at different stages, and grasping students' psychological changes. Problems should be solved in a targeted manner according to the freshmen' actual situation and particular contradictions[7]. For example, some students need clarification about personal development, some are not good at social communication, and some need to improve in adapting to the environment. The interaction and connection between teachers and students not only narrow the distance between them but also enables counselors and subject teachers to solve problems one by one with a targeted plan. At the same time, the outstanding senior students are continuously integrated into the new students to benefit from each other and encourage each other. Only when all links can be closely connected can the training effect be maximized.

Third, the peer-leading cycle should be formed. Entrance education has its development characteristics at each stage. In addition, with the advancement of the entrance education process, students' cognitive levels and adaptability will be improved. Therefore, entrance education should be updated according to the situation. In addition to excellent students and graduates, outstanding groups among freshmen should be discovered through selection and training, inter-class activities, and joint class meetings to provide continuous assistance cyclically. This will lead to a good class and academic culture, a harmonious overall atmosphere, and the completion of academic career planning, as well as laying the foundation for future career planning, ultimately forming a sustainable development of "three-wide education."

In short, omnidirectional education needs to realize continuous penetration from the three dimensions of scientific timeliness, process connection, and sustainable development and gradually strengthen these three perspectives. In the link of coherence, grasping the scientific timeliness means capturing the timing of penetration, starting from the earliest problems of freshmen, giving guidance to them in the transition period, and striving to consolidate the foundation in the golden stage of their entrance. In the development stage of entrance education, schools should grasp the articulation process and expand the effectiveness of cultivation. Only through the leadership of the peer cycle can the role of peer role models in entrance education be truly brought into play, thus realizing the sustainable development of the "three-wide education."

5. Conclusion

"Three-wide education" is an essential concept in university teaching and runs through every stage of university education. It also runs through entrance education for freshmen. Entrance education should

be implemented according to new students' adaptability problems; it should precisely follow the laws of students' physical and mental development, clarify its content and form, and control the stages and processes. Entrance education is systematic, and it requires the cooperation and collaboration of multiple departments of the school. Entrance education and its activities are not synchronized. Sometimes entrance education activities are over, but the education has a certain degree of extensibility. Therefore, entrance education should be based on the concept of "three-wide education" to continuously enrich its content innovate its form, keep pace with the times, change with the situation, and consider the needs and development of students in an all-round way. The magnetic field of "three-wide education" should be strengthened by connecting the process, integrating resources, and linking stages, helping students get the first class on the university campus and realize the reasonable enlightenment of entrance education.

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