

The Research on Promoting the Socialist Core Values Education for College Students by Social Practice

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Abstract

Social practice as an important way to promote the socialist core values education of college students. Analysis and summary of the current social practice of college students, there are insufficient internal impetus, the degree of university attention is not enough, the lack of social resources, the system is not perfect and other problems. It is proposed to give full play to the role of students' self-organization. Creating a positive atmosphere for college students to participate in social practice, stimulating the internal motivation of college students to participate in social practice, and improving the social practice system of college students through system improvement, platform construction, resource investment and other ways.

Keywords

Social practice, Self-organization, Socialist Core Values.

1. Introduction

In December 2017, the CPC Leading Group of The Ministry of Education issued the Implementation Outline of The Project to Improve the Quality of Ideological and Political Work in Universities. Proposing to promote practical education and build a collaborative system of practical education, to guide teachers and students to enhance their practical ability and build up national feelings through personal participation. Social practice as an important activity form of college students' self-organization, in the process of cultivating college students' socialist core values, to make full use of the educational advantage of social practice, to help students understand deeply the opening up and social environment with the deeping socialist market economy, cultivating and practicing the Socialist Core Values in practice.

2. Problems of current college students' social practice

2.1 The endogenous motivation of college students is insufficient

The motivation of college students to participate in social practice is mainly divided into external motivation and self-demand. External incentive is a kind of incentive effect produced by external environment to individuals, which has no direct connection with their own work tasks and is caused by "external reward". This kind of motivation is mainly after the completion of work or task, the individual can obtain satisfaction or other incentive substances other than himself. At present, the main motivation for college students to participate in social practice is external incentives, such as scholarships, honorary titles and credits. As the motivation for college students to participate in social practice comes from the outside and their self-demand is not enough, students often aim to complete the basic tasks in the process of social practice and lack the requirements for the quality of social practice.

2.2 The university does not pay enough attention to social practice

The lack of attention to social practice in universities mainly comes from the lack of attention to ideas. In the process of social practice, there are three main participants. One is the level of organizers, including universities, governments and society. Take colleges and universities as examples, some universities focus on social practice results, and the assessment of students' social practice results is

more of a formality, while ignoring the grasp of the process of social practice. Second, at the mentor level, the instructor fails to attach importance to relevant work in the process of guidance, resulting in the failure of effective guidance for students, which makes it difficult to carry out social practice smoothly.

2.3 College students lack social practice resources

In the course of college students' social practice, there is a lack of resources. First, the guidance teachers in colleges and universities are limited, and some of them lack practical guidance experience, so they cannot give effective guidance to college students. Second, the lack of special funds in the process of social practice limits the depth and breadth of students' social practice. Third, the university, society, government and other resources are not fully integrated, and the cooperation mechanism is not established, leading to the lack of better opportunities and resources for students to practice in social practice. The lack of resources seriously affects the quality of college students' social practice.

2.4 The university's social practice system is not perfect

Although practical education has a long history, with the continuous development of The Times, the mechanism system of practical education also highlights its shortcomings, which limits the further development of practical education in colleges and universities. First, the training system is not perfect. Before social practice, students do not receive systematic and comprehensive training of practical knowledge and skills, lack relevant social practice knowledge, ability and skills, and cannot meet the requirements of social practice. Second, the safeguard mechanism is deficient. In the process of social practice, teachers and financial support are insufficient, which cannot provide students with better practice environment and practice opportunities. Third, the way of evaluation is not perfect. After the end of social practice, there is no systematic way of assessment, so it is impossible to supervise the practice process. Fourth, the incentive policy is not sound. Incentives for teachers and students are not targeted.

3. Integrating social practice education of college students into the education path of socialist core values

3.1 Giving play to the role of students' self-organization and stimulating students' inner motivation

As the main body of social practice, college students should give full play to their inner power and stimulate their inner needs. In terms of specific operation, it can stimulate the motivation of college students to participate in social practice by giving play to the role of students' self-organization, peer guidance and atmosphere building. And from the completion of tasks for the purpose to achieve their own life value for the purpose.

3.2 Promoting professional integration of social practice

The intrinsic need of college students to participate in social practice is to seek for the improvement of their comprehensive ability. Through mechanism construction, we can guide more teachers to participate in the social practice of college students, and at the same time build professional brands to promote the mutual integration of various majors, which is conducive to improving the enthusiasm of college students to participate in relevant practical activities. First, in the early stage of social practice, according to the goal of talent training, determining the topic of social practice, guiding students to carry out social practice in combination with their majors. Second, building a professional practice brand. To provide professional support for excellent practice projects, set up mentor groups, develop training programs, contact external resources, chain guidance services for post-packaging, and improve project implementation and education effectiveness. Third, the establishment of professional mentor pool, to encourage professional teachers and technical forces into the student social practice, make social practice become a supplement to professional education. Fourth, promote the sustainable development of practical projects. By strengthening the construction of the later results of practical projects, projects with mature conditions should be incubated as innovation and

entrepreneurship projects, to help practical projects exert greater social value and promote the sustainable development of practical projects.

3.3 Building a social practice platform for college students

In the process of social practice, students have a strong demand for the resources provided by the school. From the perspective of colleges and universities themselves, they should build social practice platforms for college students, combine with the actual situation of schools, and closely combine with the needs and resources of society, enterprises and government to build a number of regular social practice bases. To select outstanding college students to practice in the government, enterprises and other places during holidays, solve the practical problems encountered in the management and operation of the government and enterprises, and guide college students to start their own businesses at the grass-roots level.

3.4 Establishing a social practice system for college students

At the same time of improving the internal demand of college students to participate in social practice, colleges and universities should establish a social practice guarantee system for college students in practical operation. First, the management mechanism should be strengthened and special teams should be established to provide guidance and service for the whole process of college students' social practice. Second, improving the credit setting. Setting up special credits for social practice in the talent-training program, and give credit recognition. Third, to strengthen the construction of teachers, hire excellent teachers as social practice instructors, who are responsible for guiding the team to determine the direction, impart knowledge and improve the results. Fourth, to strengthen the assessment incentive, to strengthen the assessment of social practice results, and put social practice into the comprehensive assessment system, into the teacher workload accounting. For qualified schools, special scholarships for social practice can be established.

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