

Research on The Methods of Classroom Comprehensive Quality Education for College Students

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Abstract: At present, colleges and universities, especially the second classroom of students in the second University, adopt the traditional centralized education and teaching management mode. In the teaching process of the second classroom, there is a lack of corresponding mode according to the characteristics of current students. The student-oriented student training concept focuses on cultivating the comprehensive quality of students in the second University, especially their personal abilities, hobbies and interests, So as to give full play to college students' potential and creativity.

Keywords: Two universities; Second class; Competence Education

Due to their own characteristics and abilities, the students of the second university should conform to their own characteristics and methods in the process of second classroom learning, which can better promote the potential of college students. At the same time, as a functional department of teaching management, they should start from the students' own characteristics and expand the relevant teaching framework and ideas belonging to the characteristics of their own school, In essence, it ensures the demand of cultivating students' comprehensive quality in the second classroom.

1. Construct the relevant framework of College Students' ability shaping as a whole

Firstly, the organization of activities in the second classroom of the second university and the relationship between teachers and students in the classroom should be fundamentally changed according to the actual situation, and an equal and harmonious relationship between teachers and students should be created to make the teaching atmosphere in the second classroom more in line with the characteristics of the second university and the needs of students. The corresponding second university should design a characteristic activity framework, So as to better serve the students of our college and major, and embody the concept of taking students themselves as the center. Secondly, according to the actual situation, the teaching framework of the second classroom should meet the types in line with the characteristics in the teaching process and the intentional management mode for students. The relevant data of class satisfaction of two universities are shown in Figure 1

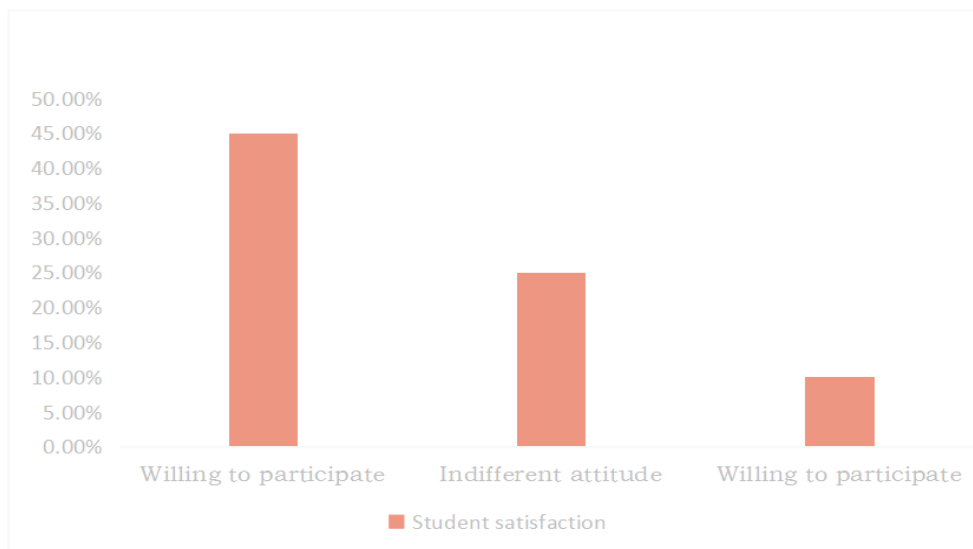


Figure 1. Satisfaction

2. Integrate effective resources and build a long-term mechanism of classroom system

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First of all, in terms of the curriculum system design of the second classroom of students in the second University, we should pay attention to the cultivation of professional and comprehensive quality transformation ability, ideological and moral character and mental health in line with our own college and professional characteristics and students' level characteristics, systematically integrate social and relevant educational resources inside and outside the school, and establish a practical long-term education mechanism, And carry out system engineering construction according to their own characteristics. In the second classroom teaching, we should start from the top level of the school to the hierarchical structure of the Youth League Committee, secondary colleges, departments and classes. In the process of the structure, from the perspective of professional teachers, we should pay attention to the training of second classroom teachers with practical education ability, especially the connection with the first classroom, constantly improve the skills and quality of second classroom teachers, constantly improve and strengthen the ability to design and develop the second classroom curriculum system, and improve the system design.^[1]

Secondly, the management of the relevant curriculum system of the second classroom in the second Department of colleges and universities should integrate the social resources from inside to outside, let the background enterprises with professional connections participate in the construction of the relevant system of the second classroom, give full play to the overall planning of resources between the school and outside the school, establish a leading mechanism, make full use of the resources such as alumni who have graduated, and tap the social resources in line with the professional characteristics, At the same time, we should mobilize the enthusiasm of cooperative enterprises and relevant teaching and scientific research institutions, make full use of external relevant resources to provide our students with a targeted, classified and personalized second classroom education service practice system according to the needs of social voluntary service and practice in the second classroom.

3. Improve the ability of relevant teachers to control and mobilize the second classroom content

As the second classroom teacher of the second University, he should teach the students in the second classroom according to the requirements of the syllabus and his own learning experience, mainly in the following aspects:

(1) Teachers of relevant departments at all levels shall timely sort out the time, teaching content and framework of second classroom activities of each department according to their students' grade, professional characteristics and era background. The most important thing is to coordinate resources at all levels and inside and outside the school, carry out second classroom activities and teaching activities, and regulate and control the main contents of second classroom.^[2]

(2) In addition to timely and carefully understanding the current affairs and politics of contemporary social resources and relevant social hot spots, the relevant professional instructors in the second classroom should also master the psychological characteristics and mental health knowledge of college students, and master the current social requirements for college students' comprehensive quality and employment ability, Only in this way can we play a guiding role in the construction of the teaching content of the second classroom course. At the same time, in order to improve the ability to mobilize and control the curriculum content of teachers in the second classroom from the school to the secondary college, teachers in the second classroom carry out relevant skill training and professional guidance to further improve the curriculum design and system construction ability of professional teachers.^[3]

(3) The most important thing for the teachers of the second classroom to design the curriculum content structure is to strengthen the interaction and communication with the current students, carry out certain research and analysis, fundamentally find the actual needs of the current students for the relevant contents of the second classroom, and timely summarize and analyze the real needs of the current students of the second university. At the same time, some professional teachers in many schools have outstanding professional achievements in their professional field of scientific research. These teachers can be included in the teaching system of the second classroom. Through their continuous training, these professional teachers can gradually become the main instructors of the second classroom.

4. Conclusion

The above measures and methods are aimed at the specific implementation of the second classroom comprehensive quality education in the second undergraduate college, mainly in the aspects of achievement, structure and organization, quality optimization, etc., to enrich and enrich the existing curriculum system and strengthen the management of the second classroom educational activities in the second undergraduate college, including relevant resource guarantee, organizational structure, leadership ability and activity evaluation mechanism, It provides a reference for the comprehensive quality education of students in two colleges and universities.

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