

# *Research on Problems and Countermeasures in the Construction of the Second Classroom in Application-Oriented Undergraduate Colleges*

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**Abstract:** As an extension and supplement of the first classroom, the second classroom is an important part of the teaching system of higher education and an important channel to cultivate students' comprehensive practical and innovative abilities, which must be highly valued. Based on this, this paper takes the second classroom of application-oriented undergraduate colleges as the research object, analyzes its problems in the overall planning, content form, emphasis, capital investment, quality control and incentive motivation, and puts forward specific countermeasures for the construction of the second classroom of application-oriented undergraduate colleges from five aspects: strengthening top-level design, clarifying responsibilities and authorities, strengthening resource security, strengthening the construction of teachers, and improving the quality monitoring system.

## 1. Introduction

With the deepening of higher education reform in China, application-oriented undergraduate colleges are playing an increasingly important role in the higher education system, especially since the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance issued the Guidance on Guiding Some Local Ordinary Undergraduate Colleges to Transform into Application oriented Colleges<sup>[1]</sup> in 2015, nearly half of the undergraduate colleges in China have transformed into application-oriented undergraduate colleges, The application-oriented undergraduate colleges and universities pay more and more attention to the improvement of talent training quality, especially the improvement of talents' practical ability and innovation and entrepreneurship awareness. Due to the difference in talent training orientation and quality standards between application-oriented undergraduate institutions and academic education institutions, they pay more attention to the role of the second classroom in cultivating students' practical application, communication and coordination, and innovative thinking in addition to the role of the traditional first classroom based on theoretical teaching in the teaching practice of specific courses, The second classroom has also become an important part of the education and teaching system of application-oriented undergraduate colleges. So, what is the second class? How about its construction in application-oriented universities? What measures should be taken to promote the faster and better development of the second classroom? This is the problem to be

discussed and solved in this paper.

## **2. The Second Classroom and Its Role in Application-Oriented Universities**

### **2.1. Introduction to the Second Class of Applied Undergraduate Colleges**

In a narrow sense, college education can be divided into the first classroom education and the second classroom education. If the classroom teaching activities conducted at a specific time and place according to the requirements of the syllabus and the design of the textbook content are called the first classroom, the second classroom refers to various forms of teaching activities related to the first classroom conducted at a time outside the first classroom. It "focuses on educating people and aims to cultivate students' extracurricular learning ability and comprehensive quality", It is "an open education carried out outside the school curriculum training plan", which includes "participation, social practice, voluntary service, academic activities, innovation and entrepreneurship, quality development, sports competitions and other aspects", and is a further extension and expansion of the first classroom. [2]

From the perspective of teaching form, it is usually manifested in various forms of learning and practice activities inside and outside the class, which are colorful and lively; From the perspective of space selection, it can be carried out in classrooms, playgrounds and social specific organizations, with a wide range of learning spaces.

### **2.2. The Role of the Second Classroom in Application-Oriented Undergraduate Colleges**

The second classroom has such distinctive features and outstanding advantages as "diversity in form, richness in content, subject participation, vividness in scene, and no limitation in time and space" [3], which plays an irreplaceable role in improving the quality of student training in application-oriented colleges. Specifically, the role of the second classroom in applied undergraduate colleges is highlighted as follows:

#### **2.2.1. It Is an Important Measure for Application-Oriented Undergraduate Colleges to Realize the "Three Integrity Education"**

In the new era, higher education has increasingly emphasized the "three aspects of educating people", and has also paid more attention to the integration of the ideological and political concepts of the curriculum, both inside and outside the school, and inside and outside the classroom. Because of its rich content, form, subject, and scene, the second classroom has gradually become an important position to guide the ideological and political education of application-oriented undergraduate colleges and improve the professional quality and moral sentiment of college students [4]. To improve the quality of the training of applied talents, we must rely on the joint efforts of the first classroom and the second classroom. The classroom education in the first classroom should not be relaxed, and the education in the second classroom should be enriched. Through the second classroom activity education, we should implement the task of cultivating talents by virtue.

#### **2.2.2. It Can Effectively Make up for the Shortage of Theoretical Teaching in the First Classroom**

Unlike the "spoon feeding" passive learning of students in the first classroom, the second classroom is fresh and practical, which is more conducive to mobilizing the enthusiasm of students to participate in activities. Through the second classroom practice activities, students can better

understand the object, obtain knowledge of the object, stimulate innovation awareness, exercise innovation thinking, promote the deepening of understanding, continue to practice under the guidance of knowledge, and improve innovation ability.

### **2.2.3. It Can Effectively Enhance Students' Comprehensive Quality and Ability**

The first classroom mainly solves the problem of cultivating students' professional ability. Many contents required in students' comprehensive quality depend on the play of the role of the second classroom: various academic activities and scientific competitions in the second classroom can cultivate students' scientific spirit and innovation ability; Second class lectures, lectures, salons and other language and cultural activities can cultivate students' humanistic spirit and cultural heritage; Through various forms of recreational activities and artistic appreciation activities, students' aesthetic interest and artistic appreciation can be cultivated.

## **3. Problems in the Construction of the Second Classroom in Application-Oriented Universities**

As an important supplement to the first classroom, the second classroom is an independent teaching activity different from the first classroom, which plays an irreplaceable role in improving the quality of talent training in application-oriented undergraduate colleges. However, due to the lack of unified systems and norms, unified organizational leadership in the construction of the second classroom, and the uneven level of teaching management in the second classroom in various colleges and universities, There are still many problems and deficiencies in the teaching management of the second classroom in application-oriented undergraduate colleges, which have affected the effective play of the role of the second classroom to a certain extent, mainly as follows:

### **3.1. Lack of Overall Planning and Scattered Contents**

Different from the unified syllabus and textbooks, clear teaching contents and assessment standards in the first classroom, most of the teaching activities in the second classroom are zero hour, most of the contents are scattered, and most of the methods are randomly selected. There is a lack of systematic and rigorous argumentation and discussion. There is a lack of effective connection and mutual support between different majors and different courses. To some extent, the activities organized are repetitive in content and form, and some activities are mere formality, The content is of low quality and unattractive <sup>[5]</sup>. At the same time, the deep integration of teaching activities in the second classroom and the first classroom is not enough, and the role of eye extension and supplement in the first classroom is not fully played.

### **3.2. Insufficient Attention and Capital Investment**

Some application-oriented undergraduate colleges do not have a good understanding of the second classroom, which leads to the phenomenon that they pay more attention to the first classroom than the second classroom in terms of teachers, campus planning, cultural construction, teaching equipment, digital resources and other software and hardware construction. For example, when the two types of classroom teaching time conflict, the school encourages students to participate in the education and teaching of the first classroom first, and even worse, Some colleges and universities only focus on meeting the teaching needs of the first classroom, while the software and hardware equipment of the second classroom cannot be guaranteed due to the small investment and small scale <sup>[6]</sup>. This lack of attention and investment has largely restricted the diversity of second classroom activities and the quality of education.

### **3.3. Lack of Quality Monitoring and Motivation**

At this stage, the quality monitoring mechanism of the second classroom in application-oriented undergraduate colleges is not perfect, and the management departments at all levels are also lack of effective supervision over the process of the second classroom activities. Therefore, the actual teaching activities of the second classroom focus more on form than content, and lack of a teaching evaluation mechanism to effectively evaluate students' learning results. In addition, due to the lack of unified planning for the construction of the second classroom activities guiding teachers in many application-oriented undergraduate colleges, and the uneven construction of incentive mechanisms for teachers to carry out second classroom teaching, the teaching endogenous motivation for teachers to carry out second classroom teaching is insufficient.

## **4. Countermeasures for the Construction of the Second Classroom in Application-Oriented Universities**

With the deepening of application-oriented transformation of application-oriented undergraduate universities and the deepening of "three all-around education", it is obvious that the second classroom is no longer a "condiment" to enrich college students' spare time life, but a "must" to develop into a comprehensive training and improvement of talent quality. Therefore, we must attach importance to the second classroom in application-oriented undergraduate universities:

### **4.1. Strengthen Top-Level Design and Establish the Second Classroom Management System**

Efficient construction and management of the second classroom can not be separated from sound institutional norms. In view of the current situation that the second classroom management system of cultural courses in application-oriented undergraduate colleges and universities is lack of norms, we should strengthen the top-level system design from the level of education authorities, refer to the first classroom management norms, establish a sound second classroom teaching management rules and regulations, unify teaching guidance ideas, unify teaching plans, teaching contents, teaching quality evaluation standards, assessment systems, etc., and ensure that all teaching activities are orderly and standard, Make the construction of the second classroom reliable and improve the standardization of the teaching management of the second classroom <sup>[7]</sup>.

### **4.2. Clarify Responsibilities and Authorities, and Coordinate the Division of Work and Cooperation Between Management Departments**

In view of the problems of unclear management functions and management responsibilities and authorities of the second classroom in application-oriented undergraduate colleges, the management departments at all levels and their functions should be coordinated from top to bottom. In particular, at the level of application-oriented undergraduate colleges, it is necessary to establish and improve specific management departments and their functional authorities responsible for the second classroom teaching, strengthen organizational leadership, compact responsibilities, and coordinate the actions between the school's second classroom practice management departments. Establish a consultation system between management departments at all levels, clarify the division of responsibilities, emphasize coordination and cooperation, and incorporate the effectiveness of cooperation between departments into the work assessment to maximize the efficiency of collaboration.

### **4.3. Strengthen Resource Guarantee and Provide a Solid Software and Hardware Foundation**

The construction and management of the second classroom in application-oriented undergraduate colleges can not be separated from the guarantee of solid material resources and the creation of favorable environmental atmosphere. On the one hand, we should increase capital investment to provide adequate financial support for the construction of the second classroom, strengthen the construction and sharing of teaching resources in the second classroom, build a diversified teaching practice platform, and provide sufficient hardware resources for the development of the second classroom activities; On the other hand, we should attach great importance to the construction of the second classroom, create a good environment for the construction and management of the second classroom, strengthen the publicity and promotion of typical activities and typical characters, and create a good learning atmosphere of the second classroom on campus.

### **4.4. Strengthen the Construction of Teachers' Team, Establish and Improve the Incentive Mechanism**

The success of the second classroom teaching management depends to a large extent on the quality of the construction of the teaching staff. Therefore, it is necessary to establish a number of full-time and part-time teachers for the construction and management of the second classroom, so as to enhance the teaching guidance level of teachers in the second classroom. It is necessary to strengthen the incentive for the teaching staff, and reward teachers and managers who have outstanding performance in the construction and management of the second classroom from the aspects of professional title preference, salary distribution, honorary title, etc. In terms of performance appraisal, the guidance of the second classroom activities is taken as one of the performance appraisal standards, and the policy guidance is strengthened to stimulate the enthusiasm and creativity of teachers to participate in the second classroom teaching and strengthen the evaluation of the teaching quality of the second classroom.

### **4.5 Improve the Quality Monitoring System and Strengthen the Process Monitoring of Teaching Quality**

Process monitoring is an effective way to understand the situation, find and solve problems, supervise the implementation of the second classroom management and education, and change the teaching management effect. In the construction and management of the second classroom, we should focus on establishing a student-centered activity quality evaluation system, and take student activity gains as the main indicator to evaluate the teaching effect of the second classroom<sup>[8]</sup>. Through various forms of evaluation and evaluation, we can grasp whether the form or content setting of the second classroom activities is reasonable on the whole, so as to optimize the second classroom activities and provide a higher level of content for the cultivation of students' comprehensive quality and ability.

## **5. Conclusions**

Although there are still many problems and shortcomings in the construction of the second classroom in the current application-oriented undergraduate colleges, as an important part of the teaching system of higher education, their role in cultivating students' practical application, innovation and creation, and the shaping of the three perspectives will only become more and more important. Therefore, from the educational authorities to the application-oriented undergraduate

colleges and students themselves, they should pay attention to the importance of the construction of the second classroom, A good situation of "joint construction" has been formed from top-level design, division of responsibilities, resource guarantee, teacher team and quality control to promote the construction and development of the second classroom in application-oriented undergraduate colleges.

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