

Research on the Effectiveness of Three to the Countryside in Summer Colleges and Universities from the Perspective of Comprehensive and Accurate Poverty Alleviation

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Abstract: The social practice of “three to the countryside” for college students is an important means for the effective implementation of the national comprehensive and precise poverty alleviation policy. At present, there are some problems in the practice of “three to the countryside” for college students, such as the deviation of the ideological understanding of the main body of the activity, the relative lag of the activity guarantee mechanism and the insufficient continuous investment in the practice base. Therefore, through strengthening policy propaganda, changing old concepts and ideas, stimulating students' internal motivation, and strengthening communication and contact with the served areas, the effectiveness of college students in helping the poor through the “three to the countryside” can be improved. This paper discusses how to establish an innovative mechanism for the social practice of “three to the countryside” for college students in summer.

1. Introduction

Since the 18th national congress of the CPC, poverty alleviation and development has become the top priority of the CPC central committee's governing policy with Xi Jinping at the core [1]. Social practice has opened up a new type of second classroom for students to learn professional theoretical knowledge in addition to the traditional classroom, and has also become an important educational method for practical education in colleges and universities [2]. Among them, the social practice of going to the countryside during the summer vacation is an important way to use the vacation time to train and train students' comprehensive quality. Colleges and universities all over the country attach great importance to and actively carry out the social practice of “three to the countryside” for college students during summer vacation. The social practice of “three to the countryside” for college students during summer vacation has attracted extensive attention and achieved many remarkable results nationwide [3]. At present, comprehensive and accurate poverty alleviation is the top priority of governments at all levels, and the connotation and focus of the “three to the countryside” activities can be changed according to different periods, which requires us to coordinate the “three to the countryside” activities with promoting the construction of spiritual civilization in rural areas and winning the battle against poverty. Therefore, governments at all levels should incorporate the “three to the countryside” activities into the overall deployment of poverty eradication [4]. In the first stage, through the efforts of all levels of government, the effect is remarkable, but for a long time, the problems of poor residents' unclear base, unclear situation, weak pertinence, and inaccurate orientation of poverty alleviation funds and projects have become increasingly prominent, and new methods are needed to suit the remedy to the case in areas that have not been lifted out of poverty in the first stage. College students play their intellectual and intellectual advantages, actively participate in the rural poverty alleviation work and agricultural development, help the rural areas and farmers to solve the problems and difficulties in agricultural production, and promote the development of rural economy. This is the important practice and attempt of the majority of young students in their growth.

2. The Background of Social Practice Activities of “Three to the Countryside”

The so-called “three to the countryside” is usually a voluntary service activity attended by young college students. The “three” in the “three to the countryside” are “culture, health, science and technology”, “lower” is “introduction, introduction” and “township” refers to Chinese poor rural areas. College students enter the countryside to carry out social practice activities through the three to the countryside organized by the school in the form of supporting education and research activities, which opens a window for them to understand Chinese national conditions [5]. The social practice activities of “three to the countryside” for college students in summer provide new ideas and directions for college students to participate in social practice. The “countryside” of culture, science and technology and health in the “three countryside” can not only bring the Party's policies and warmth to the countryside, bring new civilization and democracy and legal system to the countryside, but also spread advanced science and technology and cultural knowledge to the countryside so that scientific knowledge can truly become the first productive force. Summer vacation “three to the countryside” is an important part of college students' ideological and political education and an important carrier for college students to participate in social practice. The social practice of “three to the countryside” for college students in summer is an important link to fully implement the party's education policy, promote the healthy growth of college students, and an important form and way to fully implement the strategy of rejuvenating the country through science and education [6]. College students go to the countryside to bring their knowledge to the countryside, which injects new vitality into the development of rural economy and thus shortens the gap between urban and rural areas, which plays an important role in the socialist modernization.

3. Analysis on the Current Situation of College Students' Social Practice Activities of “Three to the Countryside”

The social practice of “three to the countryside” for college students is “an important way for college students to have a purposeful and planned in-depth understanding of the real society and participate in specific productive labor and social life” [7]. At present, China adopts a government-led development-oriented poverty alleviation, involving multiple participants at different levels, including leading groups and offices for poverty alleviation at the central, provincial, prefecture and county levels, government functional agencies, relevant departments, grassroots poverty alleviation masses and poor farmers. For more than 20 years, the social practice activities of “three to the countryside” for college students in summer have achieved rich results, far-reaching effects and remarkable educational results. Although colleges and universities have made many remarkable achievements in vigorously carrying out the social practice work of “three to the countryside” for college students in summer, there are still some problems that cannot be ignored. When government failure exists in poverty alleviation, diversification of action subjects is often an effective remedy. Therefore, in recent years, research on the expansion of comprehensive and accurate poverty alleviation subjects has also increased rapidly, mainly focusing on how to introduce enterprises and social organizations to participate in poverty alleviation and make it a new subject of comprehensive and accurate poverty alleviation. However, there are some problems in the actual implementation of the “three to the countryside” practical education activities for college students in some colleges and universities, which seriously restricts the role of the “three to the countryside” practical education activities in the national comprehensive and accurate poverty alleviation and development work. This is mainly reflected in the following aspects:

3.1 Some College Students Have Deviation in Their Ideological Understanding

In recent years, the number of college students participating in the summer vacation “three to the countryside” has been increasing. In view of the fact that colleges and universities take social practice as a compulsory course and require students to give corresponding credits after participating in it, some students lack an overall understanding of the “three to the countryside” in

ideology, are not enthusiastic in practice, lack teamwork spirit, and are afraid of hardship and fatigue. Some colleges and universities take social practice as a compulsory course and require students to give corresponding credits after participating in it. As a result, some students lack an overall understanding of the “three to the countryside” ideologically. They still use the old idea to define the “three to the countryside” and believe that a single teaching aid to children in poor areas is the “three to the countryside”. As an effective means for universities to expand teaching methods beyond classroom teaching and enhance the actual effect of practical education, it plays an irreplaceable role in guiding students to combine theory with practice, deepening grassroots society and serving the national society. Generally speaking, comprehensive and accurate poverty alleviation is mainly for the poor residents, and whoever is poor will be supported [8]. Simply put, comprehensive and precise poverty alleviation is a “personal customized” type of poverty alleviation. Different assistance strategies are adopted according to the different poverty situations of each poor household and the causes of poverty. Therefore, college students must correctly understand the significance of the “three to the countryside” and actively participate in the “three to the countryside” activities with the sense of responsibility and mission of “masters”.

3.2 The “Three to the Countryside” Campaign Has Relatively Lagged Behind in Ensuring the Convergence Mechanism

Judging from the social environment, the educational practice of “three to the countryside” lacks legal and policy protection. So far, our country has not issued any unified laws and regulations on college students' social practice in the whole country or in provinces and cities, which is difficult to ensure the steady development of college students' social practice in the system. Some college students lack the initiative to participate in poverty alleviation work. For most college students, participating in poverty alleviation work is more of a task. Participation or non-participation does not have much influence and help on the future development of individuals. It is mostly for a summer social practice report. At present, most colleges and universities have similar or single practice modes in carrying out the social practice work of “three to the countryside” for college students during summer vacation. For example, most colleges and universities are rushing to adopt such practice modes as visiting old revolutionary base areas, supporting education in poor mountainous areas, visiting museums, etc. The activity of “Three to the Countryside” covers a wide range of areas. Only by ensuring the coordination and cooperation among students, schools and service area units can the activity of “Three to the Countryside” be successfully completed. College students' summer social practice activities of “three to the countryside” are often led by relevant teachers and counselors of the Youth League, and full-time teachers are less active in participating. It should be pointed out that these leading teachers often lack professional and systematic training, which makes it difficult to guide college students to apply their professional knowledge into practice. At present, many college students do not have a precise understanding of the significance of comprehensive and accurate poverty alleviation. They are not mature in their understanding of the concept of comprehensive and accurate poverty alleviation. They still believe that there is no difference with the extensive poverty alleviation work in the past, but the title is different.

3.3 The Construction of the “Three to the Countryside” Activity Base Continues to Suffer from Insufficient Investment

The activity of “three to the countryside” in colleges and universities should be sustainable, that is, schools and service objects should maintain a long-term cooperative relationship, which is conducive to consolidating and consolidating the achievements of poverty alleviation. However, in the process of carrying out the “three to the countryside”, some colleges and universities ignore this kind of activity characteristic and frequently change the activity bases and regions every year, which makes the construction, upgrading and transformation of the practice bases unable to be sustainable, and many poverty alleviation targets may need long-term training and guidance. During the 20 years of the development of the summer social practice of “three to the countryside”, great changes have taken place in the country and the social environment. The country's key development needs have also changed many times. New media have sprung up and developed rapidly. However,

the social practice of “three to the countryside” for college students in some universities has continued in the form of a few years ago or even more than a decade ago. The frequent exchange of activity bases and regions every year makes it impossible for the practice bases to be continuously constructed, upgraded and renovated, thus greatly weakening the effectiveness of carrying out the “Three to the Countryside” activities. Due to the lack of overall arrangement at the school level, the contents, forms and long-term development of the social practice activities of the “three to the countryside” have been adversely affected by the lack of scientific management system and experienced full-time teachers. Of course, the objective reason for the lack of construction of the “Three to the Countryside” activity base lies in the limited funds for the activity, the reluctance of some colleges and universities to spend real money to support the activity, the relative difficulties in raising funds for social enterprises and other factors, which have greatly reduced the effectiveness of the “Three to the Countryside” activity.

4. Countermeasures to Improve the Effectiveness of Three to the Countryside in Summer in Colleges and Universities in Comprehensive and Accurate Poverty Alleviation Work

4.1 Change College Students' Thinking and Cognition

Using the comprehensive and accurate propaganda of the poverty alleviation policy, the past cognition of college students can be changed by means of special lectures on policies. Using concise words and vivid multimedia materials to deeply reveal and render the great significance behind the “three to the countryside” activities, to guide students to correctly understand their role in the poverty eradication war, to help them correctly understand and understand the connotation of college students' social practice of “three to the countryside”, to understand the future development trend, and to summarize the current experience and achievements. Through policy explanation, systematic training and other means, let students realize that comprehensive and accurate poverty alleviation is a systematic project and a great strategy, which needs everyone's joint efforts to complete. Each student is an important part of completing this work, shouldering an unshirkable responsibility, and is not an optional strategy for students' recreation. Especially in today's era of full-scale and accurate poverty alleviation, we should let students know the importance of full-scale and accurate poverty alleviation through the understanding and analysis of policies, understand the great significance behind the “three to the countryside” activities, and guide students to correctly understand their role in the poverty eradication war. To provide more in-depth support for the social practice of “three to the countryside” for college students. Through the above efforts, when the “three to the countryside” are launched, college students can consciously take the activities seriously as “masters” and integrate them into the team that contributes to the overall and accurate poverty alleviation and development work.

4.2 Stimulate College Students to Participate in the “Three Countryside” Poverty Alleviation Drive

The performance of college students in poverty alleviation social practice activities is related to their graduation achievement, future employment, personal honor, etc., making it a rare valuable experience in their career, stimulating their enthusiasm for participation and improving their initiative. If college students' social practice activities of “three to the countryside” deviate from the specific reality of the clients and cannot realistically innovate the contents and methods of activities according to the objective requirements, they will easily become mere formality and fail to meet the fundamental requirements of overall and accurate poverty alleviation. This requires, on the one hand, to organize college student village officials to earnestly study the relevant knowledge of poverty alleviation and development work, and to accurately grasp the situation and tasks facing the poverty alleviation work. On the other hand, we should earnestly implement the mechanism of helping college students to help the poor, arrange professional tie staff to help college students solve various problems encountered in the social practice of helping the poor, so that college students can be guided in their poverty alleviation ideas, taught in their poverty alleviation methods, and helped

in their poverty alleviation difficulties, so that they will not be stranded in indecision. The significance of college students' summer “three to the countryside” social practice activities to improve the talent training path, school enrollment publicity, and strengthen social services. Colleges and universities should increase their support and investment in the social practice of “three to the countryside” and set aside a certain amount from the school's financial resources as special funds for college students' social practice. From the perspective of stakeholders, today's “three to the countryside” involve more than simply supporting education. Poverty alleviation through industry and technology is the long-term solution. Through the investigation of poor villages, poor counties and other places, to master their advantages and disadvantages, and to analyze which industries are suitable for development here, enterprises in this industry can go deep into the residence. Through building these courses that fit the actual needs of the educational objects, an effective communication bridge will be built, thus helping and guiding them to build a positive spiritual world, so that they can set up and inspire their confidence in overcoming difficulties and poverty ideologically.

4.3 To Construct the Project Mechanism of the Social Practice Base of “Three Going to the Countryside” for College Students

The construction of social practice base is an important guarantee for college students to practice and serve the society. In the construction of the base, we should adhere to the principle of “co-construction and mutual benefit”, clarify the responsibilities and obligations of both sides, and give full play to the educational function of the base. On this basis, we will establish and improve a scientific poverty identification standard system, which will become a reliable basis for decision-making on poverty alleviation projects and a reference standard for the formulation and implementation of poverty alleviation policies and measures in various regions. In the specific operation, colleges and universities can incorporate the social practice activities of college students into their teaching plans, change the pattern that ideological and political theory courses are only taught by teachers, and integrate the social practice of college students in summer into the whole process of college students' training in segments. To carry out the work with the social practice of “three to the countryside” as a strategic height to cultivate students' scientific and technological innovation and enhance their comprehensive ability, schools should actively seek social support and establish off-campus bases, scientific research bases and poverty alleviation centers. On the one hand, these bases can provide social practice training places for college students, and on the other hand, they can also provide employment and even entrepreneurship opportunities for college students. Today, with the rapid development of the times, it is necessary to combine the existing new formats, change poverty alleviation into development opportunities, and enhance social innovation and productivity. For example, in combination with “internet plus”, college students should give full play to the role of high intelligence quotient. As the admirer of the Internet, they should actively carry out “e-commerce knowledge education and training” and give full play to their respective network expertise. Colleges and universities should give full play to their advantages in professional disciplines and build more social practice bases for college students in all directions and through various channels. Adhere to the principle of mutual benefit and win-win results, strengthen the ties between alumni associations and school-enterprise cooperation enterprises in various regions, realize the social practice of “three to the countryside” for college students in summer, optimize the benefits of practice bases, and promote the win-win pattern of local economic development.

5. Conclusion

Since the promotion of the “three to the countryside” social practice activities for college students in summer, summer social practice activities have played an important role in promoting the all-round development of college students, promoting the spirit of youth volunteers, and improving the educational effectiveness of higher education. Although colleges and universities have made many remarkable achievements in vigorously carrying out the social practice work of

“three to the countryside” for college students during summer vacation, there are still some problems, such as weak professional content, insufficient innovation in forms, and not wide coverage of activities. The social practice work mechanism of “three to the countryside” for college students during summer vacation needs to be innovated urgently. It has become an important way to cultivate and guide college students to improve themselves, apply what they have learned, and give back to the society through the three to the countryside in summer. The organization of such activities not only conforms to contemporary college students' response to the party's call to actively participate in the construction of socialism with Chinese characteristics in the new era, but also broadens college students' vision and cultivates college students' practical ability so as to finally achieve the goal of common development and growth of students and the country.

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