# SOCIAL PRACTICE EDUCATION OF GUANGXI UNIVERSITY OF THE ARTS STUDENTS IN SUMMER

**QIONG WEI**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION AND SOCIETY INSTITUTE OF SCIENCE INNOVATION AND CULTURE RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP ACADEMIC YEAR 2025**

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| **Dissertation** | SOCIAL PRACTICE EDUCATION OF GUANGXI UNIVERSITY OF THE ARTS STUDENTS IN SUMMER |
| **Author** | Qiong WEI |
| **Major** | Doctor of Philosophy (Education and Society) |
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# ABSTRACT

This study aims to explore the development of social practice among college students at Guangxi University of the Arts, with a particular focus on their participation in summer social practice programs. The research investigates the current state of summer social practice education at the university, examining the motivations and attitudes driving students' involvement and the educational significance of these programs. The study also seeks to identify and analyze the challenges and obstacles faced in implementing effective social practice programs in higher education. A stratified sampling method was employed to select a representative sample, including 156 individuals from Guangxi University of the Arts—comprising three teachers, three staff members, and 150 students—out of a target population of 200 respondents. Data collection was conducted through a questionnaire survey, capturing various dimensions of participant experiences and perceptions related to social practice. The gathered data were analyzed using statistical methods, primarily focusing on percentage analysis and interpretive techniques to draw meaningful insights. Findings from this research are expected to provide a deeper understanding of the dynamics influencing student participation in social practice and offer insights into how educational institutions can better support these initiatives, ultimately fostering a culture of civic engagement and practical skill development among college students.

**Keywords: social practice, College students' summer practice, practical education**

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# CHAPTER I

# INTRODUCTION

## 1.1 Background and Statement of the Problem

### 1.1.1 Research Background

Summer social practice for college students plays a crucial role in helping them gain a deeper understanding of society, build self-awareness, develop practical skills, and strengthen their sense of social responsibility. With rapid societal advancements, the state increasingly emphasizes the importance of these experiences for college students. Consequently, many universities have integrated summer social practice activities into their programs. These initiatives support students' personal growth and contribute significantly to societal development, positioning summer social practice as an essential educational model in higher education.

The "Opinions on Further Strengthening and Improving College Students' Social Practice" issued by the Central Propaganda Department, Central Civilization Office, Ministry of Education, and the Central Committee of the Communist Youth League (2005) emphasizes guiding students to "understand and serve society," utilizing a stable foundation for practice and incorporating diverse forms of social activities (Zhongqing, 2005). This directive encourages integrating classroom learning with hands-on experience, fostering a systematic approach that bridges theory with practice. College students are encouraged to step outside the campus environment to engage directly with grassroots communities, participate in social investigations, provide volunteer services, and participate in public welfare initiatives. Through these practices, students gain real-world experience that cultivates personal growth, professional skills, and a comprehensive worldview, aligning with socialist values.

Moreover, the "Several Opinions on Further Strengthening the Practical Education Work in Colleges and Universities" (Education, Ideology, and Politics, 2012, No. 1) emphasizes the government's commitment to practical education as integral to students' development of social responsibility, innovation, and practical problem-solving abilities (Ministry of Education, 2012). In essence, college students' summer social practice involves universities organizing students to volunteer and serve in grassroots, remote, and underserved areas during the summer. These activities range from educational outreach and healthcare assistance to agricultural support, cultural performances, and field research, fostering a sense of social responsibility and contributing to students' holistic development.

(1) Colleges and universities vigorously implement summer social practice activities.

In recent years, colleges and universities have increasingly prioritized summer social practice activities for students, with nearly all institutions now implementing these programs. These activities aim to help students better understand society, foster self-awareness, and enhance their abilities and personal qualities. By participating, students are encouraged to make meaningful contributions to their communities. This heightened focus on summer social practice in higher education has created a foundation for studying its impact on students' growth and societal engagement (He, 2004).

(2) The significance of college students' participation in summer social practice

With the continuous development of the society, college students have a stronger sense of social responsibility and citizenship. College students' participation in summer social practice is critical to improving their sense of social responsibility and citizenship. By participating in social practice, college students can better understand society's potential problems and solutions to make more contributions to the development of society. In addition, college students' participation in summer

social practice activities can help them cultivate their social communication skills and enhance their self-confidence, leadership organization, and coordination skills, which is significant to their future career development and personal growth.

(3) Realizing the great rejuvenation of the Chinese nation is the requirement of our times

If the young generation has ideals, ability, and responsibility, the country will have a future, and the nation will have hope. The Chinese dream is historical, realistic, and a future one. It is our generation, but also the young generation. The Chinese dream of the great rejuvenation of the Chinese nation will eventually come true through the relay efforts of generations of young people." （Speech, 4 May 2013）. This is to expect the "new generation" to make a difference, hope that young college students can contribute to the "Chinese dream", hope that they can "Chinese dream" and their growth closely linked, and in the process of realizing the "Chinese Dream" to establish a sense of social responsibility. The "Chinese Dream" keeps young college students from getting lost in utilitarian values. The great rejuvenation of the Chinese nation will eventually become a reality through the relay efforts of most young people." （Chinese Dream, 2005） In this way, young college students can understand and believe in the "Chinese dream" and work hard for the "Chinese Dream". By actively participating in social practice activities, we should clarify our responsibilities and missions, give up the "ego", achieve the "ego", and always closely combine personal development with national development and national rejuvenation to paint a firm and colorful brush for the "Chinese Dream".

(4) The fundamental requirements of "moral education" in colleges and universities

The 18th National Congress of the Communist Party of China put forward: "Cultivate morality and cultivate people as the fundamental task of education, and train socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor（speech at Peking

University Symposium May 4, 2014)." Teenagers are at the crossroads of life, and the outside world's influence on young college students is significant, so schools need to guide them correctly through scientific means. Only through education and teaching can we cultivate socialist successors and builders who can make the Party, the people, and the country rest assured. The Opinions of the Ministry of Education on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtues and Talents pointed out that "cultivating virtues and talents is the core of the development of socialist education with Chinese characteristics, and is the essential requirement for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor（China Renmin University Press, 2008)." The fundamental task of education is the product of the party's combination of education and Marxist theory, which embodies the party's efforts in education and reflects the party's emphasis on education and the characteristics of advancing with the times. Adhere to the primary task of moral cultivation so that college students from the learning ability, ideological consciousness, and moral quality get an all-round development. Guide college students to participate in social practice activities actively, apply the learned knowledge to practice, and then learn new knowledge from practice. Constantly exercise the practical ability and innovation ability of college students from practice, and truly let education promote the all-round development of college students. After clarifying that moral education is the fundamental task of education, it also clarifies the socialist direction of running a college and the goal.

(5) The inherent requirements for the all-round development of college students

In the past 40 years of reform and opening up, China's economic aggregate has become the second largest in the world, and the quality of life of the people has been continuously improved (CPC Central Committee November 17, 2012). In the context of better economic development, the requirements of national

development for talents are no longer a single skill but focus on training more comprehensive talents, and comprehensive development has become the internal requirement of college students. The correct education for college students is to give them a correct understanding of themselves, humbly seek advice from others, and thus have more room for development than relying on others. From the long-term inertia of relying on others and external forces to rely on their consciousness and efforts, get rid of the dominant position, and devote themselves to the attention and grasp of their growth and success. The all-round development of college students is related to realizing their value and developing the country and society (Zhang, 2006).

In addition to the above-influencing factors, there is also an important reason: our university education is seriously disconnected from social practice education. College students lack understanding of social life, direct experience of social practice, practical feelings towards the emotions and demands of the general public, and a lack of correct understanding of some political and social issues. At the same time, it must be noted that due to the historical tradition of education in China and the current trend of "exam-oriented education" where teachers teach for exams and students learn for exams, contemporary Chinese university students are marked with the imprint of the times. In middle school, they receive a sea of exercises and mechanical education, with scores being the ultimate goal of teachers, parents, and students. The requirements for singularity and standardized education have led to their physical and mental limitations being confined too early to the narrow confines of the campus. Faced with test questions with standard answers, they lack training in independent thinking. Due to scores, teachers rarely encourage students to think independently. Under the heavy pressure of studying, they find it difficult to gain the test of life, and their parents take on all the heavy burden of the family. It can be said that Chinese college students are all exam elites who have been selected through countless exams. However, their practical and innovative abilities are weak, which is

the indifference of exam-oriented education to individual uniqueness. A severe consequence of "exam-oriented education" is neglecting practical education and students' practical knowledge, abilities, and qualities. This behavior of neglecting the cultivation of practical abilities and qualities among college students contradicts China's social and economic development requirements in the new era. It will inevitably be unacceptable to the development of society and economy in the new era. The development of society and economy in the new era calls for the combination of modern higher education and social practice, the cultivation and improvement of practical abilities of modern college students, and the practical development of modern higher education. However, among us young students, there is a tendency to focus more on books and less on reality, theory over practice, knowledge over application, critical thinking over ability, and a series of development deficiencies such as heavy emphasis on schools and light lifestyle. The lack of practicality in education in our country and the deficiencies in students' practical qualities are not only detrimental to the healthy growth and comprehensive development of young people but also will affect the talent and knowledge foundation required for China's modernization construction and the strategy of revitalizing the country through science and education. Our young students, without a realistic spirit towards modernization construction, practical awareness of applying theoretical knowledge to social production and life, and the operational skills and practical abilities to use their brains and hands, cannot serve the socialist modernization construction, nor can they become adults, talents, and achieve great success in our era.

As mentioned earlier, we have entered the era of the knowledge economy in the 21st century. The knowledge economy is an economy that values talent, and the innovation and application of knowledge mainly depend on the quality of talent and the level of development of talent resources. Nowadays, talent resources are related to the strength of comprehensive national strength, and

"promoting the country through science and education" has become the most vital voice in the new era. In 1996, the United Nations Educational, Scientific and Cultural Organization (UNESCO) focused on the order of human development and the purpose of education in the 21st century in a report titled "Education - Wealth in It". It provided a comprehensive reflection on the future of education, proposing the concepts of learning to recognize, learn to do things, and learn to live together, The Four Pillars of Education Development in the 21st Century for Learning to Survive A common characteristic of these four pillars is the emphasis on practical education, which has become a direction for contemporary college students to better adapt to society. Education reforms in various countries around the world have realized that in the 21st century, if they do not have an innovative spirit, innovative ability, and leading advantages in science and technology, they will be at a disadvantage in international market competition and lose opportunities in the challenges of the knowledge economy. Only through practical education can the cultivation of innovative spirit and ability be achieved, and practical education is the foundation for cultivating innovative spirit and ability. Therefore, the author takes practical education as the paper's topic and attempts to explore new forms and paths of practical education for contemporary college students from the ideological and political education perspective.

**1.1.2 Research Reasons**

The summer social practice activities provide many opportunities for college students living in the urban ivory tower to contact and understand the grassroots. Going deep into the grassroots, talking with the grassroots people, so that young minds collide with new sparks, but also let college students learn many things that cannot be learned from books, absorb rich nutrition, Understand the true meaning of "from the masses to the masses", and realize that only to practice, to the grassroots, to connect the fate of the individual with the fate of the society, with the country, is the right way for young people to grow and become talented. "From the

paper to the final sense of shallow, absolutely know the matter to practice", social practice makes students find the best combination of theory and practice, especially contemporary college students, only pay attention to theoretical learning, ignore the practice link, often in the actual job play is not very ideal. Through participation in social practice, the professional theoretical knowledge learned has been consolidated and improved. They should be related to their professional characteristics in practice to test their knowledge and level. Through social practice, the original theory of vague and not deep impression has been consolidated, and the original theory of the lack of compensation in practice deepened the understanding of the basic principles and digestion.

(1) Participation in summer social practice can enhance college student's sense of social responsibility

By participating in summer social practice activities, college students can better understand the current social situation and existing problems and their growth and future planning. At the same time, college students can also deeply realize their social responsibilities in practice, actively participate in summer social practice activities, and contribute more to social development. Therefore, college students' participation in summer social practice can help them enhance their sense of social responsibility.

(2) Participation in summer social practice can improve college students' practical ability

By participating in summer social practice activities, college students can not only participate in practical activities by themselves but also deepen their understanding of theoretical knowledge and cultivate their practical ability and practical experience. In participating in social practice, college students need to constantly explore and learn ways to solve problems and constantly improve their ability in practice, which is of great significance to the future development of college students. Therefore, summer social practice is an essential practical mode of

education in college education, which can help college students improve their social practice ability.

(3) Participating in summer social practice can promote social development and enrich college students' life experience

College students participating in summer social practice activities can contribute more to social development. By participating in summer social practice activities, college students can more directly understand and discover the needs and problems of society and put forward solutions in practice (Li, 2008). At the same time, college students can also actively participate in social welfare activities, help vulnerable groups, and promote the development and progress of society. So, college students participating in summer social practice can promote social development. From the perspective of college students, participating in summer social practice activities provides a unique opportunity to exercise so that they can personally experience the actual situation of society and broaden their horizons and life horizons through practical activities. In social practice, college students can make more friends and know people of different social levels, which is significant to their growth and future career development. Therefore, college students' participation in summer social practice can enrich their life experience.

The researcher has experienced summer social practice, from the participant of the summer social practice to the organizer of the summer social practice, from a student to a teacher, and the researcher has a deep understanding of summer social practice at Guangxi University of the Arts. Therefore, the summer social practice of Guangxi University of the Arts was chosen as a research topic, hoping to get a good summary.

Guangxi University of the Arts attaches great importance to summer social practice education activities. It sets up a leading group of summer social practice activities for college students every year to carefully plan and arrange summer social practice, strengthen organization and management, implement

security, and contribute to summer social practice. Under the leadership of the leadership group of the Summer Social Practice of Guangxi University of the Arts, the school Youth League Committee, the secondary school, and other relevant departments have earnestly implemented the relevant documents of the summer social practice formulated by the school through steps and measures such as publicity and mobilization, application and approval of projects, training and implementation, summary and commendation, and exchange of results, forming a complete and adequate organization and management system. Moreover, make full use of multiple fixed bases established by the school to carry out practical work. Through unremitting efforts, the summer social practice has made a series of achievements; education results are outstanding, fruitful, and accumulated rich experience, making the school's summer social practice increasingly mature and perfect. The specific performance is that the summer social practice education activities have been praised repeatedly and won the national social practice "key team", "excellent team", "excellent organizational unit," and other titles. Guangxi College of the Arts invests funds for summer social practice annually and successfully establishes several fixed practice bases. However, there are still some problems in college students' summer social practice education, such as imperfect practice content, methods, evaluation and incentive mechanisms, and weak professional theoretical knowledge and skills. The existence of these problems means that summer social practice can not play a good role in educating people. How to solve these problems needs further study. To sum up, the author believes that college students' summer social practice education is a topic worthy of study and is also the motivation behind this article.

## 1.2 Research Questions

This paper focuses on the history and development status of summer social practice education of college students in Guangxi, takes the experience of summer social practice activities of college students in Guangxi University of the Arts as an example, and digs out the deep-rooted reasons behind it. It is expected that this paper can analyze and extract the experience of summer social practice activities of college students at Guangxi University of the Arts according to the collected materials and data. The paper also puts forward some effective countermeasures to strengthen and improve the social practice activities of college students in the summer. It provides some references for future social practice activities of college students in Guangxi. Specific research questions include the following:

(1) What is the current situation of summer social practice at Guangxi University of the Arts?

(2) What is the significance of college students participating in summer social practice?

(3) What are the college students' attitudes and motivations for participation in social practice?

(4) What are the current problems in social practice within Guangxi University of the Arts?

(5) How are the methods to improve the effectiveness of college students' summer social practice activities?

## 1.3 Research Objectives

The research objectives are as follows:

(1) To study the current summer social practice education situation at Guangxi University of the Arts.

(2) To analyze the significance of college students' participation in

summer social practice.

(3)To study the College students' attitudes and motivations for participating in social practice.

(4) To study the current problems in social practice within Guangxi University of the Arts.

(5) To study methods to improve students' summer social effectiveness of college practice activities.

## 1.4 Scope of Research

This paper takes Guangxi University of the Arts as a case study object, from two aspects, qualitative and quantitative, to carry out an empirical study on the current situation of college students' summer social practice. Through understanding the whole process of organizing and implementing the summer social practice of the school and mastering the accurate and reliable historical data and survey data, the current situation of the summer social practice activities of the college students of the school is analyzed to find the existing problems and provide the basis for the later analysis and solution of the problems.

**Basic Information about the Object of Study**

Guangxi University of the Arts is in Nanning, Guangxi Zhuang Autonomous Region. Founded in 1938, it is one of China's eight comprehensive undergraduate art colleges and universities. The school adheres to the school-running philosophy of "rooted in the local, diversified integration, inheritance and innovation, and serving the society", takes the construction of "double first-class" as the guide, takes the road of characteristic development and connotation development, comprehensively promotes the reform of education and teaching and the comprehensive reform of talent training, the quality of talent training continues to improve, and the enrollment and employment situation continues to improve. The

school promotes development through practice and pushes students to a broader stage. In recent years, a group of outstanding students with excellent professional qualities and reputations both domestically and internationally, such as Liang Yuying, Chen Yongxin, Du Shi Qinghua, and Andy, have emerged.

The university offers 6 master's degree programs in Fine Arts, Music and Dance, Design, Art Theory, Drama and Film, and Journalism and Communication, as well as 3 master's degree programs, 40 undergraduate majors, and 11 vocational majors, forming a relatively comprehensive higher art education system. In the fourth round of discipline evaluation by the State Council, the first-level discipline of Fine Arts was assessed as B+, while the two first-level disciplines of music, dance, and design were assessed as B. The first-level discipline of art theory was assessed as C+. Fine Arts, music, and dance are first-class disciplines in Guangxi. In the fifth round of discipline evaluation, a breakthrough was achieved, and the fine arts department was successfully upgraded. In the 2022 Soft Science China University Professional Ranking, our school won 1 A+ and 7 A-class majors; approved Guangxi 2021-2025 project construction of new doctoral degree-granting units (Class A) and the eighth batch of Guangxi Post-doctoral Innovation Practice base; won the "Best Animation Education Institution" award for the fourth Animation Award of the Chinese Culture and Art Government Award.

The school has established educational cooperation and exchanges with over 60 foreign colleges, universities, and national art groups from 21 countries and regions. The "China-ASEAN Music Week" and "China-ASEAN Dance Education Forum," organized by the school, have become three influential international professional forums. In 2012, the Ministry of Education established our school's "China-Asean Art Talent Training Center" to train high-end art talents for ASEAN countries. In 2017, the University, together with the China-Asean Center and Southeast Asian Ministers of Education, jointly initiated the establishment of the "China-Asean Art University Alliance" to promote regional cultural, art, and

education exchanges, actively serve the construction of a closer China-Asean community of shared future, promote cultural exchanges between China and foreign countries, and promote people-to-people exchanges.

**Interview Survey Subjects**

The interviewees were counselors and teachers of Guangxi Arts University, including professors, associate professors, and lecturers. Since university teachers and social practice activities fall within the scope of university education, selecting such survey subjects is based on whether they have guided college students to participate in social practice.

Secondly, the leading teachers were selected from various departments at Guangxi Arts University to serve as interview subjects. As a group of students who engage in social practice together, the leading teachers participate in the entire process of social practice, thereby possessing the most direct experience.

Finally, the guidance teachers of the employer were selected as the interviewees, as they have the most intuitive perception of the work situation of our college students and have given the most relevant evaluations and suggestions.

## 1.5 Research Framework

In this section, the independent variables are defined by defining key terms. Specifically, the social practice of college students is regarded as the independent variable. According to the definition provided in Social Practice, the social practice of college students refers to a series of educational activities aimed at implementing ideological and political education and cultivating comprehensive qualities. These activities are organized, planned, purposeful, practical, and mass-oriented and are completed by relying on social forces to achieve higher education goals among college students.

The dependent variable in this study includes the current situation of

summer social practice education at Guangxi University of the Arts, the significance of college students' participation in summer social practice, the college students' attitudes and motivations for participating in social practice, the current problems in social practice within Guangxi University of the Arts, and the methods to improve the effectiveness of college students' summer social practice activities.

The relationship between the independent and dependent variables is analyzed through the research. By studying the social practices of college students, we aim to understand how they influence and are related to these dependent variables, providing insights and suggestions for improving the social practice education of college students.

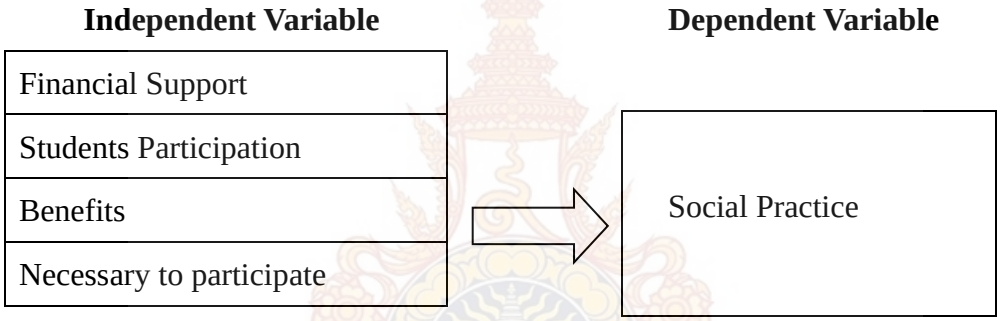


Figure 1.1 Research Framework

## 1.6 Research Significance

### 1.6.1 Theoretical Significance

Practice is the premise of all cognition and theory, and practical education is the source of the formation and development of people's correct thoughts. Without practical education, one cannot understand the nature and laws of things and form correct thoughts by learning theories alone or relying solely on intuitive, passive reflection. At the same time, practical education is also the driving force that encourages people to engage in new exploration, form new ideas, and promote the development of ideas (Marx and Engels, M [Volumes 1-4]).

***1.6.1.1 Through the study of college students' summer social practice, this paper scientifically understands the status and role of social practice in college students' ideological and political education***

(1) College students' summer social practices help them understand society and national conditions and enhance their sense of social responsibility.

College students often live on campus due to their limited experience in social interactions, which can lead to one-sided cognition and thinking limitations. They tend to view society from an idealistic perspective and look forward to social development. However, they lack a thorough understanding of social reform, the complexity of construction, and the spirit of hard work and social responsibility. Through the organization of various forms of summer social practice education for college students, they can go out of campus so that they can not only see the outstanding achievements of our socialist construction but also see the differences between urban and rural areas and the disparity between the rich and the poor caused by the imbalance of economic and social development for many reasons. Students are inspired and educated in communication and exchange with the masses, refining their thoughts and deepening their sense of social responsibility and mission.

(2) College students' summer social practices help them establish the idea of serving others and cultivating a spirit of dedication.

China is currently undergoing a social transition, influenced by the distribution of benefits and Western ideological trends, resulting in a diversified life value orientation among college students. Some college students consider the pursuit of status, power, and money the vital content of life and advocate the doctrine of individualism. The changes in these college students' thoughts reflect the impact of the social environment on colleges' and universities' political and ideological work. Only by giving correct guidance to college students in social practice, strengthening their ideological cultivation, and making them feel their shortcomings and see their quality defects in practical activities can they reposition their outlook on life,

straighten out the position between individuals and the masses, individuals, and society, understand social needs, and establish personal development goals. Establish the idea of serving the people and the spirit of dedication to society.

***1.6.1.2 College students adhere to the fundamental principle of combining practical education with theoretical education***

The fundamental ideological and political education principle for college students combines practical and theoretical education. The participation of contemporary college students in social practice plays an irreplaceable role in taking the road of socialism with Chinese characteristics, strengthening the leadership of the Communist Party of China, training qualified builders and reliable successors of the cause of socialism with Chinese characteristics, and realizing the common ideals and beliefs of the great rejuvenation of the Chinese nation ([M]. Beijing: People's Publishing House, 2009).

***1.6.1.3 Help college students correctly understand that practical education is an effective way to implement quality education***

The development of today's social economy promotes knowledge, technological, industrial, and management innovation and innovation in markets, systems, mechanisms, and other aspects. Therefore, cultivating national practical ability and the spirit of innovation is the driving force for improving international competitiveness and comprehensive national strength (Wan, 2007). Paying attention to cultivating practical skills reflects the new requirements for human quality in the era of the scientific and technological revolution and the knowledge economy. Practical ability is not only an essential requirement for personal quality but also a necessary condition for cultivating innovation and entrepreneurial abilities in individuals. The reason is that people's innovation and entrepreneurial ability can only be obtained through practice, learning, and experience. Therefore, quality education focuses on cultivating practical ability and is a strategic choice for cultivating talents in the 21st century. As a form of educational practice, college

students' practical education aims to strengthen ideological and moral construction, enhance political awareness, convey the emotions of workers and peasants, recognize social norms, experience social roles, cultivate psychological resilience, and develop noble qualities. This is precisely the goal pursued by college students in pursuing quality education, which encompasses political, ideological, and moral quality, scientific quality, ability quality, and physical and mental quality. Through comparative analysis, we can see that practical education aligns with the goal of quality education for college students, and the essential content of the latter is fully reflected in the practical education of college students. The goal of college students' practical education is the full implementation of the goal of quality education. Therefore, practical education is an effective means of implementing quality education.

***1.6.1.4 Help college students correctly understand that practical education is the basis for implementing innovative education***

Innovation involves discarding old things and creating new ones, which entails utilizing scientific knowledge to develop new methods, draw new conclusions, achieve new results, and achieve breakthroughs in practice. Innovative education cultivates innovative awareness, thinking, spirit, and other qualities and talents. It represents a new academic thought and concept compared to conventional or traditional education (Hu, 2010). It can help students overcome traditional ideology and behavioral habits. It is the source of national revitalization, the symbol of our national civilization, and an integral part of our country's comprehensive national strength. To cultivate the spirit of innovation and the ability to innovate, the most important thing is to encourage and support students in participating in social practice, hands-on activities, and experiments. A person without practical ability can never develop an innovative spirit. Cultivating an innovative spirit and ability without social practice can only be discussed on paper. A meaningful way to achieve innovative education is to implement practical education. In practice education,

educators should not only impart knowledge to students but also train them to apply theoretical knowledge to solve problems, enabling students to discover, invent, and create, ultimately achieving the goal of innovative education. Practical education is the foundation of innovative education for two reasons: First, practical education is the source of innovative education. If people's knowledge leaves the practice, it will become a tree without roots, water without a source, and theoretical knowledge education cannot bring innovation. It can only be combined with practical education. Second, practical education is the driving force for implementing innovative education. We should recognize the status and role of practical education in innovative education, and actively carry out practical education activities in teaching, change the situation of students receiving knowledge one-way in the past, change the simple inculcation of knowledge to the combination of theory and practice, advocate two-way communication, blend of reason, activate the atmosphere, and enhance the targeted and effective teaching. It has cultivated many innovative talents in support of socialism with Chinese characteristics.

**1.6.2 Practical Significance**

Practice is the material activity through which humans understand and transform the world within a specific social organization. Practice is the basis of cognition and plays a crucial role in cognition (Qiu, 1994). This incisive exposition still has profound guiding significance. That is to say, although the school is primarily a place to impart theoretical knowledge, students acquiring this knowledge and discovering new knowledge are inseparable from practical experience. At the same time, it has a positive significance in helping to improve students' overall quality.

***1.6.2.1 Strengthening practical education research is conducive to correctly understanding that practical education activities are an essential carrier for the formation of college students' good moral character***

From the perspective of forming college students' moral quality,

ideological and moral education is, in the final analysis, a practical education that cultivates thought and behavior. The formation process of students' ideological and moral character is the process of students' political, ideological, and moral cognition, emotion, and behavior habits from simple to complex, from low to high, from old quality to new quality of contradictory movement, is the process of knowledge, emotion, intention and action interaction, mutual influence and joint development. In this process, the educatees, as the subjects participating in moral education activities, are required to actively understand, experience, practice, and internalize the ideological, political, and moral norms and requirements of the society and the country into their spiritual wealth, and form a particular ideological and moral structure. At the same time, it also requires students to complete the transformation from knowledge to action and from action to knowledge and realize the externalization of quality and morality. This goal is undoubtedly achieved through practical and active moral education processes, such as social practice, communication, and moral development in everyday life. Only through practice can we unite knowledge and action, promoting the transformation of theoretical learning into intrinsic quality. College students are in the critical period of forming a world outlook, outlook on life, and values. How to engage their minds with socialist ideals and beliefs and help them establish a scientific world outlook is an important issue faced by ideological and political educators in colleges and universities.

***1.6.2.2 Strengthening practical education research is conducive to training students' creative and organizational abilities***

The entire process of social practice education is relatively open, unlike classroom education and traditional teaching activities. In the face of constantly changing objects, the dominant position of teachers is no longer the main body. In practical education, students are the subject of practical activities; rather than passive recipients, they become active participants. They usually organize and choose activities by themselves, and all the body's senses are fully mobilized to cope with

various situations that may arise at any time. In this educational environment, students' abilities are fully displayed. To solve the practical problems encountered in activities, students often draw on their accumulated experience and practical skills. Students' perception and understanding of reality have been further enhanced through practical education. This perception and feeling of the natural world are far more vivid and profound than the theoretical knowledge they received in the first class. High technology has penetrated various fields in modern society, and industry competition is becoming increasingly fierce. Therefore, innovating and adapting have become more critical in the information age. The rapidly changing modern media landscape requires college students to continually update their technological and conceptual awareness to meet the demands of contemporary social development.

***1.6.2.3 Strengthening practical education research is conducive to the overall growth of college students and realizing the socialization of ideological and political education of college students***

Socialization is a meaningful way and symbol of college students' all-around success, and social practice education is a meaningful way and means to promote college students' socialization. It provides sufficient social conditions for the individual socialization of the subject of education so that the knowledge and experience accumulated in the social practice education can be fed back to the educator, which is also conducive to the improvement and perfection of ideological and political education. At the same time, social practice education can help the subject of ideological and political education to avoid the separation of the supervisor self and the social self and organically unify the two situations, which is conducive to the overall development of individuals. Therefore, social practice education is vital to college students' ideological and political education. In practical education, college students can find shortcomings in practical working ability and knowledge structure to stimulate their enthusiasm for learning and consciously improve the knowledge structure. In practical education, college students can find

the gap between "ideal self" and "real self" and consciously adjust their roles, which can help them correctly understand and evaluate themselves, understand their social role status, enhance their social role activity ability, better adapt to social life, and accelerate the socialization of college students. Promote the all-round development of college students.

In short, practical education is an important channel to implement the Party's educational policy and realize the goal of college talent training, a meaningful way to cultivate students' world outlook, outlook on life, and values, an essential means for students to deepen theoretical knowledge, in-depth study and research, and improve the comprehensive quality. Students need to combine theory with practice. Understanding society, being familiar with national conditions, and improving the ideological and political quality and professional level are essential ways to train high-quality talents with an innovative spirit and practical ability, so studying the practical education of contemporary college students is of great significance.

## 1.7 Definition of Key Terms

### 1.7.1 Social Practice

Chinese scholars do not agree on a universal definition of social practice among college students. Currently, there are approximately three main interpretations.

In the author’s view, college students' social practice should be regarded as a series of educational activities. These activities are organized, planned, and purposeful, but also practical and mass-oriented. They aim to implement ideological and political education, cultivating comprehensive qualities in college students by leveraging social forces in alignment with higher education goals. For instance, the author has witnessed many college students actively participating in community service activities during weekends, which enriches their practical experience and

enhances their sense of social responsibility.

However, the broad understanding of social practice, which refers to various educational activities organized by college students towards society, is somewhat ambiguous. Without specific provisions for the content, it poses challenges for in-depth research.

***1.7.1.1 Broad Social Practice***

The social practice of college students refers to a series of educational activities aimed at implementing ideological and political education and cultivating comprehensive qualities, which are organized, planned, purposeful, practical, and mass-oriented, and completed by relying on social forces to support higher education goals.

It refers to various educational activities organized by college students for society as social practice, with a broad understanding and no specific provisions for the content of their social practice, which is not conducive to particular research. Social practice in the meaning of

**1.7.2 Practical Education**

Practical education refers to all social and practical activities that educators guide students to undertake and personally experience to enhance educational and teaching outcomes.

The researcher believes that practical education is crucial to the growth of college students. It helps them cultivate their thoughts, shape their personality, and train their skills. Consider the example of a work-study program, where students can earn while learning practical skills relevant to their future careers. This embodies the essence of quality education, highlighting educational innovation and cultivating students' practical skills.

The author is more inclined to understand the meaning of social practice and, as a starting point, the main form of college students' social practice - a summer social practice analysis.

### 1.7.3 College Students' Summer Social Practice

In this article, the term 'summer social practice' refers to the cultural, scientific, technological, and health-related activities carried out by colleges and universities during the summer. In the form of volunteers, members of the activity go into rural towns and villages to spread advanced culture and technology, experience the lives of grassroots people, and investigate the current situation of grassroots society through a series of practical projects to improve the social practice ability and ideological understanding of college students while more for the grassroots masses of service. It is the national language.

It is an important part and effective force of chemistry, science, technology, and health, a famous project of mass spiritual civilization creation activities, a further deepening of the national college and secondary school student volunteer literacy and science and technology and cultural service action since 1994, and also an expansion and continuation of the social practice of college and secondary school students in the summer. The essence of college students' summer social practice lies in combining education with the development of social economy, politics, and culture, thereby giving full play to the social function of education and achieving the goal of educating people in practice (Liu, 2007). Compared with other types of college students' social practice, summer social practice has the following characteristics: (1) It is organized: college students' summer social practice activities are organized by college Youth League committees and general league branches of colleges and departments; (2) There is a fixed activity time: the summer social practice of college students is carried out in the summer of each year, which does not conflict with the regular teaching time of the school and is easy to carry out. The activity period is relatively short, generally maintained at 5-12 days; (3) Each summer social practice has a different theme: The theme of 2022 is determined to be "Welcome the 20 National Congress to always follow the Party on a new journey to forge ahead", and in 2023, with the theme of "Learning the 20 National Congress to

always follow the Party on a new journey to forge ahead", students will be organized to carry out practical services such as artistic performances, policy advocacy, legal advice, educational assistance, scientific and technological support for agriculture, medical and health free diagnosis, ecological resource protection, and loving donations. As long as it can promote rural grassroots development, it can also train students to set up projects in groups.

To sum up, college students' summer social practice is a brand project of college students' social practice, with young students as the main body, colleges and universities as the support, and rural township grassroots levels as the target. The service content is tailored to meet local actual needs, and its impact is vast.

# CHAPTER II

# LITERATURE REVIEW

## 2.1 Related Literature

### 2.1.1 Dialectical Materialism Epistemology

The epistemology of dialectical materialism is a crucial aspect of dialectical materialism. It is a scientific epistemology theory about the source, ability, form, process, and truth of human cognition. It is, first and foremost, knowable. The objective material world is knowable. People can understand the phenomena of the material world and its essence through observation of these phenomena. Human cognition is infinite, and there are only unknown things in the world, thus drawing a clear line with agnosticism. Its basic premise is the theory of reflection. It holds that the material world exists independently of human subjective will and that human consciousness is the product of the long-term development of matter, the functioning of the human brain, and the material world's reflection. Adhere to the materialist line of knowledge, from the object to the feeling and thought, and from the idealist line of expertise, from the thought and sense of the object. It is practical. In the history of human knowledge, the scientific view of practice is introduced into epistemology for the first time, and practice is considered the basis, source, motive force, purpose, and the only criterion for testing the truth of knowledge. It applies dialectics to epistemology, emphasizing that human cognition is a dynamic process of deepening dialectical development. The dialectics of knowledge are manifested in the relationship between knowledge and practice. Knowledge comes from practice and then turns to guide practice and serve practice. In cognition, people's understanding of the world is not complete at once but a repeated and infinitely deepening process.

Marx believed that human cognition is based on practice and the process by which the subject acts upon an object. First, practice is the source of knowledge.

Human knowledge is acquired through practice, not inherent. If we want to acquire knowledge, we must obtain it through our direct or indirect experience, which is acquired through practice. The ideological and political education of college students is an indirect experience.

In contrast, the social practice of college students is a direct experience, which enables them to acquire knowledge more directly. Second, only through continuous practice can we obtain a new understanding. Nowadays, traditional classroom education makes it challenging for college students to achieve comprehensive development (Marx and Engels, 1995). It is necessary to allow college students to experience and reflect on themselves through social practice, stimulating their desire to think independently and acquire more knowledge. Therefore, social practice offers a novel approach for college students to acquire new knowledge. Third, practice is the purpose of knowledge. College students can connect with society by participating in social practice activities. Then, combine professional expertise with social practice so that college students can understand their major before entering the workforce. Marxist epistemology enables us to recognize that people's understanding of the subjective world is shaped by their practical experiences. Engaging in social practice activities and encouraging college students to participate actively is essential to provide students with a more comprehensive understanding of the world. Let college students identify problems through practice, solve them, and gain new experiences and understanding.

***2.1.1.1 The Decisive Role of Practice in Understanding***

The viewpoint of practice is the first and fundamental epistemology of dialectical materialism. In the relationship between practice and cognition, practice serves as the foundation of cognition, which relies on practice and plays a decisive role in shaping cognition.

(1) Practice is the source of knowledge

Mao Zedong emphasized that social practice is the primary source of all

knowledge and that "understanding without practice is impossible." This fundamental viewpoint not only adheres to epistemological materialism but also decisively goes beyond the narrow perspective of old materialism. Mao Zedong said, "The source of any knowledge lies in the sensory perception of the human body towards the objective outside world. If one denies this perception, denies direct experience, and denies personally participating in the practice of changing reality, they are not materialists." Of course, we emphasize that practice is the only source of knowledge, which does not mean that the only way for individuals to acquire knowledge is through social practice, nor do we deny the necessity of learning from indirect experiences.

Regardless of its type, human knowledge cannot be separated from direct experience. However, in terms of everyone's knowledge, as human life is limited, the scope of individual participation in practice is also limited, and objective things are diverse. So, it is impossible and unnecessary for anyone to gain direct experience in everything. Most knowledge is still obtained through learning and education, an indirect experience. From this, it can be seen that a person's knowledge consists of two parts: direct experience and indirect experience. Moreover, in one, it is an indirect experience. In others, it remains a direct experience. Both direct and indirect experiences originate from practice, and it is only through practice that knowledge is acquired. Indirect experience is not the source of knowledge but rather the conduit through which knowledge flows. To truly master indirect experience and turn it into one's knowledge, one must also personally practice it.

(2) Practice is the driving force for cognitive development

Marx and Engels pointed out in works such as The German Ideology that the development of people's material production and material communication, as well as their practical activities to change reality, are the primary driving forces for cognitive development. Without the movement and development of social practice, there can be no movement and development of thinking or cognition. In the process

of gradual development of people's understanding, social practice remains the elemental driving force, as Mao Zedong said: "Based on certain ideas, theories, plans, and schemes, engaging in practical changes in objective reality, moving forward time and time again, people's understanding of objective reality deepens time and time again." Therefore, people's understanding, whether it is of the natural world or society, is constantly evolving and developing, progressing from lower to higher levels. Overall, this development is driven by the development of social practice.

Practice provides possibilities and necessary conditions for the development of cognition, enabling people's understanding to expand continuously in breadth and depth. At the same time, the development of practice enriches people's experience in changing the objective world and dramatically improves their thinking ability. Improving thinking ability provides better conditions for people to explore new things and study new problems, thereby promoting the development of understanding.

(3) Practice is the standard for testing the true rationality of knowledge

Whether people's understanding obtained in practice accurately reflects objective reality, whether it is correct, whether understanding has truth, and whether subjectivity aligns with and is consistent with objectivity cannot be determined within the scope of subjectivity or objectivity itself. Only through practical activities can subjective understanding be transformed into objective reality, which can be tested and solved. Because only practice bridges the gap between subjectivity and objectivity, we can compare subjective knowledge with objective things. Mao Zedong said, "The determination of whether knowledge or theory is true is not based on subjective perception but on the objective results of social practice. The standard of truth can only be social practice." Through the test of social practice, a correct understanding will inevitably yield the expected results. In contrast, a wrong understanding cannot achieve the expected results and will inevitably fail in practice.

Practice is the standard for testing the truth of knowledge and is also one

of the fundamental principles of Marxist philosophical epistemology. As early as 1845, Marx pointed out in his "Outline of Feuerbach" that whether human thinking has objective truth is not a theoretical problem, but a practical problem. People should demonstrate the validity of their thoughts in practice, that is, the reality and effectiveness of their thinking and the foundation of their ideas. Marx affirmed here that practice is the standard for testing the truth of knowledge.

Truth is the correct reflection of objective things and their laws in human consciousness. The so-called test of truth determines whether a person's understanding aligns with objective reality and whether it corresponds to the laws of reality and its objective aspects. What matches is truth. What does not match is fallacy. Mao Zedong made clear statements on this viewpoint in his works, such as "On Practice". He said, "There is only one truth, and who discovers the truth does not rely on subjective exaggeration, but on objective practice. Only the revolutionary practice of millions of people is the scale for testing truth." Typically, people apply the knowledge they have acquired to guide specific practical activities. When the results of the practice process align with the original understanding, the validity of this understanding is generally tested.

(4) Practice is the purpose of understanding development

Practice is the source and destination of knowledge. The primary purpose of human understanding is to obtain truth, while the ultimate goal is to inform and guide practice. Mao Zedong said, "The philosophy of Marxism considers a fundamental issue not to understand the laws of the objective world and explain them, but to use this understanding of objective laws to transform the world actively." Therefore, the understanding that arises and develops through practice must return to, guide, and serve practice. Without the guidance of correct theories, practice will be blind. If there is an accurate theory that remains unimplemented, it is not very sensible, regardless of its merit. Our purpose of understanding the world is to transform it.

### 2.1.2 Comprehensive Human Development Theory

The all-around development of human beings encompasses the comprehensive and integrated development of human labor abilities, which is the complete and unified development of both human intelligence and physical strength. At the same time, it also includes the development of people's talents, aspirations, and moral qualities. Scientific quality is the inner requirement for human all-around development, referring to the comprehensive, harmonious, and complete development of human labor ability, encompassing physical and intellectual strength and moral development. The development of humans is linked to the conditions of social life in which they live. The old division of labor led to the one-sided development of humanity. Large-scale industrial production provides the basis and possibility for the comprehensive development of humanity, and the socialist system is the social condition for realizing this comprehensive development. Productive labor, combined with intellectual and physical education, is not only a means of raising social production but also the only means of creating well-rounded human beings.

The theory of all-round human development is an essential theoretical basis for college students' social practice. Marx and Engels put forward the theory of all-round human development, which includes the all-round development of individual labor ability and skills and the all-round development of spirit and morality. College students' social practice follows the law of the all-round development of human beings and is a practical activity combining mental and physical strength. It is also beneficial to cultivate new talents who meet social development needs. Therefore, college students must gain real experience through practical activities to obtain a fundamental understanding and gradually develop comprehensively in continuous practice. Marx's theory on the all-round development of humans tells us that we must attach great importance to educating people in colleges and universities and, at the same time, theoretical education to students

through practical education to carry out practical education work. College students are in a critical period of life. We should give full play to the educational function of practice while giving them professional knowledge, effectively improving their moral level and social responsibility, enhancing their sense of identity for practical education, accelerating the college community's socialization, and promoting the all-round development of college students.

***2.1.2.1 The Guiding Role of the Theory of Comprehensive Human Development in Ideological and Political Education***

The theory of comprehensive human development in Marxism has important guiding significance for the discipline of ideological and political education. It laid the theoretical foundation for ideological and political education, scientifically established the concept of human development, pointed out the inevitable laws of human development, and provided an essential theoretical basis for establishing the goals and tasks of ideological and political education. Ideological and political education is the work of being a person to cultivate and develop individuals. If there is no correct view of human development, it is impossible to formulate the correct goals of ideological and political education. The Marxist theory of comprehensive human development reveals the concept of human development, providing correct methodological guidance for establishing ideological and political education and pointing out the objectivity, sociality, and historicity of the purpose of ideological and political education. "According to the Marxist theory of comprehensive human development, in the new historical period, our party regards the cultivation of 'new people with ideals, morality, culture, and discipline' as the fundamental task of ideological and political education. This is completely in line with the laws of education and human growth. It is the correct application of Marxist thought of comprehensive human development in the new historical conditions, and it not only points out the direction for school education." It also has a universal guiding significance for ideological and political education work. Only by

consciously carrying out work around cultivating new talents with the "Four Haves" in ideological and political education can we play a leading role in the comprehensive development of people.

***2.1.2.2 Comprehensive Human Development Can Promote the Construction of a Harmonious Society***

The construction of a socialist harmonious society in our country is always based on the value goal of comprehensive human development. The construction of material, political, spiritual, and social civilizations, which form the foundation of human freedom and comprehensive development, can only be solved by building a socialist, harmonious society. The reason why we want to build a socialist harmonious society and develop the four socialist civilizations is to achieve comprehensive human development, which is the value goal of building a socialist harmonious society.

This incorporates the comprehensive development of human beings as a humanistic theme that reflects the essence of building a new socialist harmonious society at the current stage into the goal of China's modernization and takes it as the demand of China's socialist modernization construction. This undoubtedly makes an essential contribution to the Marxist theory of comprehensive development of human beings. The comprehensive development of human beings is the ultimate value orientation for building a socialist, harmonious society. The process of building a socialist, harmonious society is essentially a process of promoting comprehensive human development. Continuously realizing comprehensive human development is the deep foundation of a harmonious society. The comprehensive development of human beings and the construction of a harmonious socialist society are prerequisites for each other, and they interact. The comprehensive development of human beings effectively promotes the constructing of a socialist, harmonious society. The construction of society and the construction of a socialist, harmonious society have created conditions for achieving comprehensive human development,

thereby effectively promoting comprehensive human development. Therefore, only by promoting comprehensive human development can we powerfully stimulate people's creativity and creative spirit, produce more material and spiritual wealth, and make society full of vitality, stability, and order. Only by adhering to the comprehensive development of human beings can we promote the construction of socialist democratic politics, form a democratic and legal system, and build a fair and just society. Only by promoting comprehensive human development can we improve people's comprehensive literacy and form a social atmosphere of harmonious coexistence between people and nature, as well as honesty and friendship. It can be seen that adhering to the comprehensive development of individuals is the key to building a socialist harmonious society.

***2.1.2.3 The Theory of Comprehensive Human Development Advocates for College Students to Carry Out Practical Education Activities***

The theory of comprehensive human development is an integral part of the construction of socialism with Chinese characteristics. This theory is also the theoretical foundation for the training objectives of higher education in China. Therefore, it is necessary to fully leverage the educational function of the Marxist theory of comprehensive human development and promote the free and comprehensive development of college students in practical education.

The comprehensive development of human beings has rich connotations. Marx believed that the comprehensive development of human beings, as an advanced form of their development, is an inevitable trend in the historical development of human society. The comprehensive development of human beings refers to the equal, complete, harmonious, and free comprehensive development everyone can achieve. The essence of human beings determines the specific connotation of comprehensive development, which is the free and full development of labor ability, social relations, and individual comprehensive quality in all aspects. Labor ability is the foundation of comprehensive human development. The

development of human labor ability mainly involves the development of physical and intellectual abilities. In Marx's view, the separation of physical and intellectual abilities leads to the emergence of social division of labor, which directly leads to the one-sided development of workers. Only by eliminating the traditional division of labor and combining physical and mental abilities can workers adapt to different labor requirements in society. Only in this way can human beings achieve comprehensive development. However, practical education activities for college students are a perfect form of combining mental and physical labor. Therefore, engaging in practical education activities for college students follows the inevitable law of comprehensive human development and adapts to the objective requirements of this law. The fundamental task of universities is to cultivate college students into socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, and aesthetics. Actively guiding college students to carry out practical education activities is the specific implementation of the Marxist theory of comprehensive human development in higher education. In the process of practical education for college students, it is also necessary to guide them to use Marxist theory as a guide for action and a tool for practice; we must adhere to the Marxist standpoint, viewpoint, and method while closely linking with reality, focusing on new practices and developments, daring to explore truth, and guiding new practices with the developing Marxism. Only by actively promoting practical education activities for college students can we powerfully stimulate their creativity and innovative spirit, cultivate their practical abilities, and promote their comprehensive development.

### 2.1.3 Theory of Combining Education with Productive Labor

In 1958, the Central Committee of the Communist Party of China and The State Council jointly issued the "Instruction on Educational Work", which put forward the educational policy of combining education with productive labor.

The state also attaches great importance to education and productive

labor and has issued several documents. In 2012, several opinions on further strengthening practical education in colleges and universities were put forward: "Adhere to the unity of theoretical learning, innovative thinking, and social practice." [On December 4, 2017, the Leading Party Group of the Ministry of Education of China formulated the Implementation Outline of the Project to Improve the Quality of Ideological and Political Work in Colleges and Universities, which requires "adhering to the combination of theoretical education and practice." This series of documents put forward new requirements for practical education in colleges and universities and also provided policy support for the comprehensive implementation of practical education in colleges and universities (Lu & Wang, 1958).

***2.1.3.1 Implementing the Combination of Education and Productive Labor is an Effective Way to Improve the Quality of Socialist Workers***

Comrade Deng Xiaoping regarded education as the fundamental project of China's socialist modernization and believed education was the foundation of national rejuvenation. He emphasized that we need to develop our economy and quickly catch up to the level of developed countries. One of the fundamental reasons we can achieve this is that we have the full ability to improve education. The key to a country's economic prosperity and social development is continuously improving worker quality and enriching talent resources. Competition in today's world is driven by talent and technology. Therefore, to cultivate socialist builders with a firm political direction, rich cultural and scientific knowledge, and practical skills and to stand invincible in world competition, education must be promoted, and a new generation must be cultivated through the combination of education and productive labor.

***2.1.3.2 Implementing the Combination of Education and Productive Labor is an Important Channel to Promote the Transformation of Scientific and Technological Achievements into Social Productivity***

Comrade Deng Xiaoping believed that promoting science and technology must be accompanied by education, which is inextricably linked to science and technology. One of the purposes of combining education with productive labor is to enhance workers' scientific and cultural knowledge, enabling them to recognize, master, and apply technological achievements. Through workers, scientific and technological achievements can be quickly transformed into social productive forces, directly contributing to the development of the social economy and generating benefits. At the same time, in the process of combining education with productive labor, education, science, and technology are closely intertwined. Through interaction, new scientific and technological advancements are continually produced.

**2.1.4 The Relevant Statements of Previous Leaders of New China on Social Practice**

New China's successive leaders have attached great importance to social practice; therefore, the combination of education and productive labor has been an educational policy that our Party has consistently adhered to. At the same time, combining theoretical teaching with practical education is also a fine tradition of our party in conducting ideological and political work.

In addition to acquiring professional knowledge at school, college students should engage in extensive social practice and form friendships with workers and peasants. In today's era, running factories on university campuses is impractical due to the large number of college students and resource pressure. However, colleges and universities can collaborate with various production units to match college students with social production units, thereby achieving mutual benefits. The idea of its spread is to encourage students to go out of the campus,

enter society, participate in practice, and earnestly implement this basic educational policy, which is conducive to the realization of the educational purpose of our country from the macro point of view and is conducive to the completion of the talent training goal of the school and the growth of students from the micro point of view.

If book knowledge wants to play a practical role and produce real material power, it must go through the critical link of practice. Discussing theoretical knowledge without practical application is not significant, as this fails to leverage the value of scientific knowledge and experience, hindering the growth and improvement of students' abilities. Therefore, colleges and universities should emphasize practical teaching methods and continually reform and innovate their teaching approaches. Enhance the ideological landscape for young college students.

He also pointed out that when conducting ideological and political education work, "we should pay attention to closely linking what we advocate with People's Daily lives, and work hard in detail, small steps, and implementation." Here, "thin", "small", and "implementation" are to do ideological and political education work from the reality of life and implementation of the reality of life. The combined ideological and political education work and social practice do not sit on the road blindly. It is pointed out that the majority of young people should correctly understand lofty aspirations and be down-to-earth, not only to establish lofty aspirations but also to cherish their youth and be down-to-earth, implement lofty aspirations into practical actions, and increase their ability to practice Dream now (Peng, 1987).

It can be seen that our Party attaches great importance to ideological and political education in various historical periods and emphasizes that when doing this work, it must avoid false emptiness but should be combined with social practice and help people establish correct ideas in practice, improve professional ability, and achieve all-round development.

### 2.1.5 Types of Practical Education for Contemporary College Students

#### *2.1.5.1 Social Investigation*

Social surveys are a common type of social practice among college students, and they mainly conduct in-depth investigations and analyses of a specific social phenomenon or problem through questionnaire surveys, interviews, observations, and other methods. This practical approach can help college students understand social reality, enhance their sense of social responsibility and problem awareness, and cultivate their ability to think independently and conduct research. When organizing social survey activities, schools or students can choose their survey topics, develop survey plans and questionnaires, and conduct on-site investigations. Students can conduct surveys through social media, offline activities, and online platforms, and they can use statistical software and data analysis methods for data processing and analysis. After completing the survey, students must write a report, summarize the results, and propose corresponding suggestions and countermeasures (Liu, 2007).

#### *2.1.5.2 Volunteer Service*

Volunteer service is another essential social practice for college students, mainly through participating in various public welfare activities, providing volunteer services, and other means to contribute to society and enhance self-worth. This practical approach can help college students understand social needs, cultivate awareness of caring for others and serving society, and improve their organization, coordination, and teamwork abilities. In volunteer service activities, students can choose service areas and projects based on their interests and abilities, such as teaching support, environmental protection, and cultural heritage. Students must actively participate in volunteer service, conscientiously complete service tasks, and pay attention to teamwork and service quality. At the same time, schools and society must also provide necessary support and guarantees for volunteer services, including funding, venues, and guidance for teachers.

#### *2.1.5.3 Innovation and Entrepreneurship Practice*

With the country's increasing emphasis on innovation and entrepreneurship, more and more universities are beginning to focus on practical education in innovation and entrepreneurship. This practical approach mainly helps students understand the entrepreneurial process and market demand and cultivate their innovative thinking and entrepreneurial ability through simulation entrepreneurship, innovation competitions, entrepreneurial training, and other methods. In innovation and entrepreneurship practice, students can choose suitable fields and projects based on their interests and professional backgrounds, develop entrepreneurial plans and business models, and conduct market research and risk assessment. Schools can provide students with entrepreneurial training, mentor guidance, and financial support to help them achieve their entrepreneurial dreams. At the same time, students also need to focus on cultivating teamwork, communication, and coordination skills in order to better adapt to the future entrepreneurial environment (Huang, 2007).

#### *2.1.5.4 Internship and Practical Training*

Internship training is a common social practice among college students, mainly through working in enterprises or institutions. It allows students to experience the professional environment and job work firsthand and improve their vocational skills and practical abilities. This practical approach can help college students understand career needs and industry development trends and cultivate practical skills and problem-solving abilities. In the internship and training, students must abide by the company's rules, regulations, and safety requirements and conscientiously complete the internship tasks and job responsibilities. At the same time, students also need to pay attention to communication and collaboration with colleagues and improve their teamwork skills. After the internship, students must write an internship report and summary and reflect on and summarize their internship experience. Schools also need to supervise and manage internship and

practical training to ensure the smooth progress of internship work.

In summary, the types of social practice for college students mainly include four forms: social investigation, volunteer service, innovation and entrepreneurship practice, and internship training. These practical methods each have their characteristics and methods, and schools need to choose appropriate types of practice based on the actual situation of students and course requirements. At the same time, schools also need to pay attention to the supervision and management of practical activities, strengthen cooperation with enterprises and society, and improve the effectiveness and quality of practical education. The ultimate goal is to cultivate students' comprehensive qualities and employment competitiveness, laying a solid foundation for their future career development.

## 2.2 Related Studies

Since the founding of the People's Republic of China, the Party and the state have attached great importance to the critical role of social practice in the growth and success of college students. Although there is an excellent historical tradition in the social practice of college students in China, academic research on the summer social practice of college students gradually emerged in the 1990s (Gao, 1996).

The author takes "summer social practice" as the theme word, which is not found in the full-text database of China's doctoral dissertation.

There was one related document, and 35 related documents were found in the full-text database of China's excellent master's Thesis. Then, in the general database of online publishing of Chinese academic journals, Using "Summer Social Practice" as the theme word, 1593 references were found, and the top 200 references were obtained based on their relevance. Subsequently, the subject area was limited to "higher education," and the "Summer Social Practice" theme was input. Find 1120

relevant literature and obtain the first 200 articles based on their relevance as preliminary references. Comparing the 400 collected literature by title, author, publishing unit, and year of publication, it was found that there were 249 duplicates, which is a preliminary reference of 251. After preliminary screening, 8 duplicate publications were excluded. After downloading the remaining 243 articles, the researcher read them individually. They were carefully screened, excluding 112 news reports and reflections on publicity and awards unrelated to the research. A total of 131 journal references were obtained, which means the author ultimately obtained 139.

The author classifies the collected research papers using five dimensions: publication year, research methods, professional background, research focus, and author background. After analyzing the research content in the sample literature, it was found that previous research on summer social practice among college students mainly included four aspects: current situation, problems and countermeasures, mode mechanisms, functional roles, and other research related to summer social practice among college students. However, research on the current situation, problems, and countermeasures focused on four aspects: insufficient attention, imperfect system, lack of innovation in content and form, and incomplete base construction.

**2.2.1 Current Situation, Problems, and Countermeasures of Summer Social Practice for College Students**

This type of research summarizes the existing problems after analyzing the current situation of summer social practice among college students and proposes corresponding countermeasures based on the problems. The main problems are insufficient attention, incomplete audit and evaluation systems, lack of innovation in content and form, and incomplete base construction. Correspondingly, the countermeasure is to increase social practice's importance for college students during summer vacation, improve the review and evaluation system, enrich practical

content, innovate practical forms, and strengthen the construction of practical bases. The main subjects involved in the summer social practice of college students are students, guidance teachers, and relevant management personnel, such as the head of the Youth League Committee. Although the above research has summarized the problems in the summer social practice of college students and proposed corresponding countermeasures, it has not been systematically analyzed from the three dimensions of students, guidance teachers, and relevant management personnel. Therefore, this study aims to analyze the current situation of summer social practice among college students from the above three dimensions, identify problems, and propose practical and feasible strategies.

**2.2.2 Summer Social Practice Model Mechanism for College Students**

This type of research mainly involves the innovation of summer social practice activity modes and long-term mechanisms for college students.

Explored Qiao Mu's Analysis on the Innovation Mode of Social Practice of College Students in Summer -- Taking the Chengdu University of Technology as an Example put forward the "Three Three" operation mode of adhering to the three principles of 'professional support', 'extensive participation' and 'long-term mechanism', using three forms of 'grassroots research', 'voluntary service' and 'quality expansion', and adopting three methods of 'combining topics', 'two-way publicity' and 'project-based management' (Guan, 1994). Emphasizing that college students' summer social practice should attract more professional teachers to participate and integrate with their majors, encourage students to participate widely, focus on improving the comprehensive quality of college students, and adopt a project-based management approach to improve the quality of practice. Sun Shan's "Project-based Operation Practice and Exploration of Summer Social Practice Activities for College Students" points out that summer social practice activities should be integrated with their majors, and activity design should be close to the grassroots level to contribute to local development. A long-term cooperative summer

social practice base for college students should be established to form a long-term mechanism. In addition, attention should be paid to the promotion and summary of the achievements of the summer social practice. Through promotion, mutual learning, exchange, and improvement can be promoted. Through summary, experience can be further accumulated, shortcomings can be identified, and subsequent practice can be better guided. Promoting the early and good transformation of practical achievements into productivity (Li, 2006).

**2.2.3 Function of Summer Social Practice for College Students**

Providing ideological and political education to students is the most essential function of summer social practice for college students. Therefore, research on the function of summer social practice for college students cannot avoid paying attention to the function of ideological and political education. In addition, research focuses more on expanding the comprehensive quality of college students and cultivating their innovation ability, according to Zhang Chengcui's "Research on the Impact of Summer Social Practice on the Improvement of Students' Comprehensive Quality (Zhang, 2006)", summer social practice among college students can broaden their horizons and cultivate their sense of ownership. Its diverse content and flexible activities can effectively stimulate students' potential, help cultivate their innovative ability, and enhance their moral cultivation. Xiong Yi's (Cao et al., 2009) "On the Importance of Summer Social Practice for Cultivating Innovation and Practical Ability of Medical Students" summarizes the three critical roles of summer social practice in combination with the characteristics of medical majors: firstly, it is conducive to stimulating the enthusiasm of medical students for innovation, secondly, it is conducive to promoting the transformation and expansion of medical physiological knowledge, and thirdly, it is conducive to improving the practical ability of medical students to solve problems. Here, the author raises some questions: can cultivating college students' innovation ability be realized in practical disciplines such as medicine? What is the significance of participating in summer social practice

for students majoring in the humanities?

**2.2.4 Characteristics of Social Practice Activities for College Students**

College students' social practice activities take students as the main body of education, engage in social contact in their spare time, enhance their abilities, and contribute to the country. In terms of its essence, it has different characteristics from other teaching forms, mainly including the following six characteristics (Xu, 1993).

(1) Sociology

College students engaging in social practice activities are participating in the actual process of social life, which plays a vital role in the socialization process of college students. In this process, they must experience various people and events, deepen their understanding of society, and enhance their social experience. At the same time, there is a deeper understanding of social norms, such as systems, culture, and customs in society, to understand and comprehend them, promote their comprehensive development, and accelerate the socialization process (Fu & Chen, 2005).

(2) Educational

The educational nature of college students' social practice activities is unquestionable. Firstly, traditional preaching teaching can no longer interest college students, while more proactive social practice activities allow them to choose and fully mobilize their initiative freely. Conducting social practice activities helps them establish a correct outlook on life, values, and worldview, linking the country's development with individual destiny. Secondly, problems may arise during the practical process, and college students can use their knowledge to solve problems. Through this process, they can effectively exercise their various abilities and enable them to have a more comprehensive grasp of knowledge (Fu & Chen, 2005).

(3) Practicality

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) stipulates that education is meant to train

socialist successors, and education also serves the people. Education should be combined with production and practice. At present, China's social and economic development needs a large number of high-quality talents. Only by participating in social practice activities can college students see their strengths and weaknesses and achieve self-development. In practice, one can apply the knowledge learned and acquire new knowledge. Through practical activities, one can adapt to and understand society quickly (Zhou, 1992).

(4) Initiative

Guide college students to participate more in social practice activities, educate themselves, and develop themselves in practice. In recent years, compared to classroom education, college students have been quite interested in social practice activities, mainly because college students are the main body of social practice activities, and they have the right to choose in practice, which has led more college students to pay attention to social practice activities. Universities should utilize the characteristics of social practice activities to stimulate students' independent practice, guide them correctly in practice, and comprehensively promote the development of their various abilities (Liu, 2005).

(5) Diversity

Diversity refers to the diversity of types and approaches to social practice activities among college students. The diversity of college students' social practice activities is the trend, and only by presenting diversity can we mobilize their enthusiasm and participate in practical activities. On the one hand, with the continuous acceleration of the globalized economy, the demand for talent in society is becoming more comprehensive. College students' participation in social practice activities should focus on the comprehensive development of their abilities rather than just strengthening a single ability. Therefore, various activities have emerged, such as the "Three Going to the Countryside" campaign (Gao, 2008), volunteer service activities, and volunteer education in mountainous areas. Schools or college

students can organize social practice activities for college students based on their interests. The forms of obtaining social practice activities are becoming increasingly diverse with the development of society.

(6) Openness

Many college students often have biases in understanding social practice activities, emphasizing theory over practice. Little do they realize that the development of society is tending towards a comprehensive demand for talent. College students must invest energy in their weak projects through social practice activities. The openness of university social practice activities allows students to participate in social practice activities that are suitable for themselves based on their abilities, preferences, and other circumstances. Compared to the traditional teaching environment, the social practice activities of college students face a more open social environment, which is an extension from on-campus to off-campus society. The openness of college students' social practice activities includes the openness of activity content and form, and the openness of the activity evaluation process, implementation, and operation. These favorable factors effectively promote the development and completion of college students' social practice activities to a certain extent.

**2.2.5 Others**

This type of research is not highly relevant to the author's research. For example, Yan Jichang's "Ten Years of Practice Achieves Great Results, School and Land Work Together to Cultivate Talents" introduces the graduate social practice's development process and achievements at Tsinghua University from 1987 to 1997 (Mu, 2009). Although articles have been published relatively long and are not very rich in content, such articles documenting the development process of social practice in a university are rare. This reminds the author that summer social practice has been developed for some time. However, when organizing the literature, it was found that most of the research on summer social practice among college students remained on

the same issue. Why are so many people studying summer social practice, and feasible countermeasures have been provided, yet those problems still exist? If universities are good at summarizing and reflecting, will the development of summer social practice among college students take it to a higher level? Other studies, such as Lou Junjun's "Reflections on the Practice of Summer Teaching for College Students" (Sarginifen, 1994), mainly summarize the insights after summer teaching practice and also provide some suggestions for summer social practice, such as increasing publicity efforts, strengthening base construction, diversifying team members, and implementing a "dual mentor" system for guidance teachers. However, the author believes such research lacks theoretical and data support and credibility. Therefore, in the following research, the researcher tried to collect and analyze data to improve the reliability and validity of the research (Hujitu, 2003).

## 2.3 Research Review

Taking a comprehensive view of the research on the social practice of "three trips to the countryside" for college students during summer vacation, researchers have conducted theoretical or empirical methods to summarize and analyze the social practice of college students from different perspectives, promoting the development of social practice work for college students during summer vacation. This has essential reference significance for enriching the theory of talent cultivation in Chinese universities and carrying out social practice work for college students. When conducting research on the social practice of college students during summer vacation, researchers often use empirical analysis and theoretical research, and the research results have much repetition and are not convincing. The advantage of theoretical methods lies in their theoretical analysis and synthesis of specific and complex real-world problems, forming laws or a general understanding of relevant real-world problems through abstraction and generalization (Liu, 2020). Without the

support of empirical research results, theoretical research's advantages do not exist. The advantage of empirical methods is that they are based on real-life data analysis and verify research hypotheses or relevant research conclusions.

Theoretical and empirical methods play a complementary role in forming a deep and practical understanding of the social practice problems of college students during summer vacation. Theoretical methods go beyond general, specific, and visual problem forms. They can grasp the problems existing in college students' summer social practice activities at a macro level and provide suggestions. The empirical research method is to provide evidence, supplement details, and improve conclusions for research. Through these three functions, empirical research methods are generally applicable.

The research results present the problems in college students' summer social practice through data. Based on the current situation and problems, practical and feasible strategies and suggestions are provided for college students' summer social practice.

Based on the above analysis, the author combines theory with demonstration and focuses on empirical methods. Starting from the current situation of summer social practice of college students in Guangxi Arts University, the author analyzes the problems and possible causes of social practice in Guangxi Arts University from three levels of school, instructors, and students, and then finds practical solutions and countermeasures. It provides a reference basis for developing and optimizing social practice at the Summer of Guangxi Arts University.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter selects Guangxi Arts University as the case study object. It conducts an empirical study on the current situation of summer social practice of college students from both qualitative and quantitative perspectives. By understanding the entire process of organizing and implementing summer social practice in the school, mastering authentic and reliable historical materials and research data, analyzing the current situation of summer social practice activities among college students in the school, and identifying the existing problems, provides a basis for later analysis and problem-solving.

## 3.1 Research Design

This study adopts a mixed method of survey methods, such as questionnaires and interviews, to conduct research activities. It conducts a quantitative and qualitative analysis of the collected data to display the survey results accurately. Collected a large number of documents about college students' social practice, based on the possession of a large number of materials, combined with reality, carefully analyzed, conducted in-depth research on the achievements, development status, and related problems of college students' summer social practice, and proposed corresponding countermeasures to improve further the social practice education of college students in Guangzhou and Western China. Specifically, there are several hybrid methods:

There is a wealth of literature on the social practices of Chinese college students during summer vacation. In this study, by reading literature and utilizing internet resources, large paper databases such as CNKI and Wanfang were used as

the primary sources of information. The obtained data was analyzed and classified to obtain adequate resources.

## 3.2 Samples and Sample Sizes

Target Group

The target groups of this study include:

1. Guangxi Arts University teachers with rich experience in guiding students' social practice activities and an in-depth understanding of related educational policies, with several 3 people.

2. Staff who are involved in organizing and coordinating students' social practice activities and have detailed knowledge of the operation process, with several 3 people.

3. Students who actively participated in Guangxi Arts University's summer club practice shared their direct experiences and feelings about the practice with some 150 people.

### 3.2.1 Population

The population in this study encompasses all the teachers, staff, and students of Guangxi Arts University who are potentially related to the summer social practice activities. However, due to the specific research focus and practical limitations, only the above target groups have been selected for in-depth investigation.

### 3.2.2 Samples

The specific samples are as follows:

Three teachers from Guangxi Arts University have at least three years of experience guiding students' social practice and have published relevant research papers or reports.

Three staff members are responsible for the daily management and

supervision of students' social practice and have participated in the planning and implementation of related work for more than two years.

One hundred fifty students have participated in diverse summer club practices, including community service, cultural promotion, and volunteer work.

**3.2.3 Sampling Methods**

Stratified sampling:

Divide the population into different levels or categories based on specific characteristics such as gender, age, and occupation, and then independently sample from each level. For example, stratified sampling by grade can be used when studying students' learning situations.

Questionnaire Survey Method Implementation Process:

The questionnaire was designed to gather comprehensive information about the summer social practice of Guangxi Arts University students. Before the formal distribution of the questionnaire, a pilot survey was conducted on a small sample of 150 students to test the questions' clarity, validity, and reliability. Based on the feedback and analysis of the pilot survey, necessary adjustments and optimizations were made to the questionnaire.

The questionnaire was distributed both online and offline. For the online distribution, a dedicated link was created and shared through the official website of Guangxi Arts University, student social media groups, and email. Offline distribution was carried out during specific events or gatherings related to social practice activities. Students were informed about the purpose and significance of the survey and encouraged to participate sincerely.

Reminder notifications were sent at regular intervals. The collected questionnaires were carefully reviewed and screened. Incomplete or invalid questionnaires were excluded to ensure the quality and validity of the data. Data from the valid questionnaires were entered into statistical software for further analysis and interpretation.

Throughout the process, strict ethical guidelines were followed to ensure the privacy and confidentiality of the respondents' information.

## 3.3 Data Collection

The data collection process for this research was carried out in the following steps:

Step 1: Study and define the research objectives and questions clearly. Determine the key aspects and variables that must be investigated to ensure the data collected is relevant and valuable for the research.

Step 2: Design and prepare the survey questionnaires. Tailor the questions to meet the research requirements and make them clear, understandable, and easy for the respondents to answer.

Step 3: Distribute the survey questionnaires. Directly distribute them to teachers and student unions. At Guangxi Arts University, 200 people were randomly selected for the survey: 3 teachers, 3 staff members, and 150 students.

Step 4: Collect the completed questionnaires. Ensure the completeness and validity of the collected data.

Step 5: Conduct a statistical analysis of the collected data. Use appropriate statistical methods and tools to summarize and interpret the data to draw meaningful conclusions.

## 3.4 Research Instrument

### 3.4.1 Questionnaire

Q1-Q3 Basic information

Q4-Q7 The current summer social practice education situation at Guangxi University of the Arts. It is multiple choice, 3-5 choices.

Q8-Q14 is about the college student’s participation in the Summer social

practice. It is multiple-choice, with 3-5 choices.

Q15-Q18 The College students' attitudes and motivations for participating in social practice. It is multiple choice, 3-4 choices.

Except for Q17, it is a multiple-choice question and has more than one answer.

Q19-Q23 The current problem in social practice within Guangxi University of the Arts is a multiple-choice question.

Q24-Q26 The methods to improve the effectiveness of college students' summer social practice activities.

**3.4.2 Interview**

The social practice interview outline has the scope of a question.

1. The current summer social practice education situation at Guangxi University of the Arts.

2. The college students' participation in summer social practice

3. The college students' attitude and motivations for participating in social practice

4. The current problems in social practice within Guangxi University of the Arts.

5. The methods of improving the effectiveness of college students' summer social practice activities.

## 3.5 Content Validity and Reliability

This article takes the Guangxi University of the Arts as a case study. It empirically investigates the current state of college students' summer social practices from

The questionnaire used the Index of Content Validity (IOC) to assess content validity, and Cronbach's alpha was employed to measure reliability. The IOC

results indicated that the questionnaire items were highly relevant and comprehensive, ensuring the coverage of key aspects of the research topic. Cronbach’s alpha value was [specific value], demonstrating satisfactory internal consistency and reliability of the questionnaire.

The IOC was also utilized to assess content validity for the interview. The IOC result showed that the interview questions were appropriately designed and effectively captured the essential information needed for the research.

By understanding the school's organization and implementation of summer social practice, we obtained authentic and reliable historical information and research data. This ensured the accuracy and reliability of the data and content, enabling an analysis of the current status of summer social practice activities for students, the identification of existing problems, and the provision of a basis for future analysis and problem-solving. Therefore, the research content of this article is well-grounded and reliable.

## 3.6 Data Analysis

This study used SPSS to analyze the collected data, mainly including descriptive statistics, frequency analysis, and regression analysis methods. Through these methods, we can have a more comprehensive understanding of the current situation of college students' understanding of the history of summer social practice education and better summarize the significance and countermeasures of summer social practice education activities for college students.

### 3.6.1 Descriptive Statistics

Questionnaire: The descriptive statistics for the questionnaire data provided an overview of the responses' distribution and central tendency. This included only measures such as frequency and percentage of various variables related to college students' understanding of summer social practice education history.

Interview: The descriptive statistics for the interview data summarized the main themes, standard responses, and critical points raised by the interviewees.

**3.6.2 Inferential Statistics**

Inferential statistics were employed to test hypotheses and draw inferences about the population based on the sample data. Test hypotheses and regression analysis of the relationships between variables were used to identify significant predictors of college students' attitudes and behaviors towards summer social practice education.

# CHAPTER IV

# ANALYSIS RESULT

This chapter selects Guangxi University of the Arts as the case study object to conduct an empirical study on the specific situation of summer social practice of college students. By understanding the whole process of organizing and implementing social practice in the school, we can master genuine and reliable historical information and survey data, analyze the current situation of college students' social practice activities, and provide a basis for the later realization of the inference process from "individual" to "general" and in-depth analysis of problems and problems. Provide a basis for problem-solving.

## 4.1 Research Findings

**Objective 1: To study the current situation of summer social practice education at Guangxi University of the Arts.**

Table 4.1 Frequency and Percentage of Basic Information

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| The category to which your first-level professional subject belongs is： | --Subject | 30 | 20 |
| | --Music and dance category | 50 | 33.3 |
| | --Art design category | 70 | 46.6 |
| Your grade: | Grade | | |
| | --Freshman | 25 | 16.6 |
| | --Sophomore | 80 | 53.3 |
| | --Junior | 45 | 30 |

This table presents the frequency and percentage of essential information regarding the first-level professional subjects and grades of students at Guangxi University of the Arts in the context of studying the current situation of summer social practice education. Specifically, it shows that for the first-level professional subject

categories, 30 students belong to the Music and dance category, accounting for 20% of the total. In comparison, 50 students belong to the Art design category, accounting for 33.3%. Regarding grades, 25 students are Freshmen, representing 16.6%; 80 students are Sophomores, making up 53.3%; and 45 are Juniors, accounting for 30%. In summary, the data indicates that a more significant proportion of students at Guangxi University of the Arts are majoring in the Art design category, and the Sophomore class has the highest number of students among the three grades.

**Objective 2: To study the significance of college students' participation in summer social practice.**

Table 4.2 Frequency and Percentage of Students Currently Serving as Student Leaders

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Have you ever been or are you currently a student leader | --Serve as a cadre of the students' union of the school: a cadre of the Youth League Committee and Student Union, a cadre of the society, a cadre of the class. | 96 | 64 |
| | --No | 54 | 36 |

This data presents the outcomes of a survey concerning whether students have held the position of student leaders. Among the students taking part in the survey, 96 opted to serve as student leaders, while 54 chose "No". Students who serve as student leaders comprise 64% of the total, whereas students who do not hold such positions account for 36%.

In conclusion, based on these data, it is evident that in this sample, approximately two-thirds of the students have served as student leaders at some point, and one-third of the students have not had such an experience. This suggests that most students have had the opportunity to take on leadership roles within the school, which may have implications for their development of leadership skills, teamwork abilities, and a sense of responsibility. However, it is also essential to consider the experiences and perspectives of the remaining one-third of students who have not held these

positions, as they may have different insights and needs related to student leadership and involvement in school activities.

Table 4.3 Frequency and Percentage of the Emphasis College Attached to Answer Social Practice

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Your college attaches a certain amount of emphasis to summer social practice | --Take it very seriously | 103 | 68.7 |
| | --Take it relatively seriously | 41 | 27.4 |
| | --Average | 6 | 3.9 |
| | --Do not take it relatively seriously | 0 | 0.0 |
| | --Do not take it very seriously | 0 | 0.0 |

As the main organizers of summer social practice activities, the degree of attention given by universities directly determines the various guarantees of work and enthusiasm for student participation in activities, and it also affects the effectiveness of social practice. Fortunately, in the sampling survey, the Guangxi Academy of Arts attached great importance to organizing social practice activities and provided support regarding systems, the economy, and other aspects. Regarding the question "How much does your university value summer social practice?" (see Table 4.3), 68,7% of college students think it is "taken very seriously," 27.4% of college students think it is "taken seriously," and 3.9% of college students think it is "average.".

Table 4.4 Frequency and Percentage of the Significance of Participating in Social Practice

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Do you think participating in social practice activities is meaningful | --Very meaningful | 76 | 50.55 |
| | --make sense | 31 | 20.2 |
| | --a little | 16 | 10.9 |
| | --Meaningless | 27 | 18.38 |

The survey questionnaire mainly aims to understand whether students understand the significance of participating in social practice activities. When

students know that participating in social practice activities can not only improve their overall quality but also make positive contributions to society. Through practice, college students can better integrate theoretical knowledge with practice to improve professional skills and practical operational abilities. Meanwhile, social practice is essential for college students to understand society and the national conditions, which helps cultivate their sense of social responsibility and mission. In the sampling survey, regarding the question "Do you think participating in social practice is meaningful?" (see Table 4.4), 50.55% of college students think it is "significant," 20.2% of college students think it is "meaningful," 10.9% of college students think it is "a little bit." 18,38% of college students think it is "meaningless.".

Table 4.5 Frequency and Percentage of the Benefits of Participating in Social Practice Activities (this question students can select more than items)

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Do you think the benefits for college students to participate in social practice activities are as follows： | --Consolidate classroom knowledge and improve professional skills | 84 | 56 |
| | --Understand social and people’s livelihoods and enhance national sentiments | 89 | 59.6 |
| | --Improve comprehensive ability | 101 | 67.9 |
| | --Cultivate willpower and promote the unity of knowledge and action | 85 | 57 |

Regarding the question "What do you think are the benefits of college students participating in social practice activities?" (see Table 4.5), 56% of students chose "Consolidate classroom knowledge and improve professional skills." 59.6% of students thought, "Understand social and people's lifestyle and enhance national sentiments." 67.9% of students chose "Improve comprehensive ability."57% of students choose "Cultivate willpower and promote the unit of knowledge and action", proving that college students still agree that participating in social practice activities can improve their professional and practical skills. Their sense of identity is relatively high.

Table 4.6 Frequency and Percentage of an Impact on Social Practice Activities

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Do you think participating in summer social practice activities will have an impact on your future career plans | --Influential | 66 | 44 |
| | --The time is too short and has no impact | 46 | 30.6 |
| | --It has an impact, but not much | 38 | 25.4 |

This data presents the survey results on students' perceptions of the impact of participating in summer social practice activities on their future career planning.

The question is, "Do you think participating in summer social practice activities will impact your future career plans?" Options include "Has an impact", "Too short, no impact", and "Has an impact, but not significant".66 students selected "influential", 46 students selected "time too short, no impact", and 38 students selected "influential but not significant". 44% of students choose 'influential', 30.6% choose 'time too short, no impact', and 25.4% choose 'influential but not significant'.

In summary, from these data, it can be seen that the % of students who believe that participating in summer social practice activities impacts their future career planning is the highest, at 44%. Secondly, 30.6% of students believed that the short time had no impact; 25.4% of students believed that the impact was significant but not significant. This indicates that most students believe that summer social practice activities specifically impact their future career planning. However, many students believe that the impact is insignificant or that the duration is too short without any impact.

**Objective3: To study the College students' attitudes and motivations for participating in social practice**

Table 4.7 Frequency and Percentage of the College Students' Attitudes and Motivations for Participating in Social Practice

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Do you think participating in summer social practice activities will have an impact on your future career plans | --It is necessary, but classroom learning is more critical than social practice | 61 | 40.7 |
| | --It is necessary, and social practice is more important than classroom learning | 40 | 26.5 |
| | --It is necessary. Social practice is as important as classroom learning | 35 | 23.2 |
| | --No need. Classroom study is the most important | 14 | 9.6 |

As the main body of social practice, college students' attitudes and motivations towards participating in social practice will directly affect their social practice behavior and the effect of social practice. Fortunately, in the sample survey, most college students have a relatively clear understanding of the importance of social practice and the benefits of participating in social practice. Regarding the question "Do you think college students must participate in social practice activities" (see Table 4.7), 40.7% of college students thought "it is necessary", and 26.5% of college students thought "social practice is as important as classroom learning", 23.2 % of college students believe that "social practice is more important than classroom learning." However, many college students believe "there is no need to participate in social practice activities." This is an incorrect understanding that deviates from the law of talent development. It needs to be paid attention to by educators to promptly guide students to change their views and actively participate in social practice.

Table 4.8 Frequency and Percentage of College Students' Attitudes and Motivations for Participating in Social Practice

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Your main motivation for participating in social practice activities is | --Take credits | 29 | 19.2 |
| | --Improve yourself | 88 | 59.1 |
| | --Contribute to society | 19 | 13 |
| | --Generate economic | 11 | 7.3 |
| | --Other | 3 | 1.6 |

Regarding "motivation for participating in social practice activities", 59 of students' practical motivation is "self-improvement," and 13% of students' motivation is "contribution to society". In addition, 7.3% of students studied for "earning financial income," and 1.6% of students studied for other reasons. It can be seen that college students are becoming more and more rational about the purpose of participating in social practice activities. Most students hope to broaden their horizons and expand their knowledge through social practice, enrich their after-school lives while improving their comprehensive abilities, and contribute the best to society. Contribute. Notably, 19.2% of students participate in social practice only to "get credits". Their goals for participating in social practice are unclear, and they have the mentality of "completing the task".

Table 4.9 Frequency and Percentage of the Form of Participation

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| The form of participation in summer social practice activities: | --in the social practice team established by the school | 42 | 28 |
| | --practiced independently | 80 | 53 |
| | --of the students spontaneously formed a team to practice | 28 | 19 |

Among the college students who participated in the sample survey, 53% of the students conducted summer social practice activities by participating in the social practice team established by the school, and the other 28% practiced independently. Among them, 19% of the students spontaneously formed a team to

practice (see Table 4.9). Given the school's limited human, material, and financial resources, all students cannot participate in the project practice team; furthermore, due to differences in gender, grade, major, personal personality, hobbies, and other factors, college students' choices in social practice have different tendencies, so independent practice will inevitably become the primary form for students to participate in social practice.

Table 4.10 Frequency and Percentage of the Place

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| You conducted summer social practice activities at | --Urban residential communities | 41 | 28 |
| | --Rural areas | 47 | 32.1 |
| | --Enterprises | 42 | 28.5 |
| | --Practical base | 14 | 10.9 |
| | --Other | 6 | 0.05 |

In terms of practice locations, 32.1% of the students went to rural areas to carry out practical activities, 28% of the students carried out practical activities in urban residential communities, 28.5% of the students practiced in enterprises, and 10.9% of the students had long-term cooperative relationships with departments. Practice is carried out at the practice base, and 0.5% of students practice at other locations (see Table 4.10).

Table 4.11 Frequency of Types of Summer Social Practice (this question, students can select more than items)

| Name | Items | Frequency |
|---|---|---|
| The types of summer social practice activities that students participated in | --Policy propaganda | 29 |
| | --Cultural propaganda | 29 |
| | -- Education assistance | 36 |
| | --Artistic performance | 39 |
| | --Social research | 16 |
| | --Employment internship (including the work-study program) | 14 |

From this data, we can explain the types of summer social practice activities that students participated in. Artistic performance has the highest frequency of 39. Next comes educational assistance, which has a frequency of 36. The lowest is the employment internship (including the work-study program), which has a frequency of 14. Additionally, both policy propaganda and cultural propaganda have a frequency of 29. Social research has a frequency of 16. (see Table 4.11).

Table 4.12 Frequency and Percentage of the Time

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| The duration of your practice was | --Unless 7 days | 24 | 16.1 |
| | --7-10 days | 48 | 32.1 |
| | -- 11-15days | 31 | 21.2 |
| | --16-20days | 21 | 14 |
| | -- 21-29days | 20 | 13.5 |
| | --More than 30days | 6 | 3.1 |

In terms of the duration of practice, Guangxi University of the Arts stipulates that students' summer social practice must last for more than two weeks. The survey found that 48.2% of college students' practice time was less than 10 days, meaning that nearly half of the students' practice duration failed to meet the requirements. 21.2% of college students' practice time is between 11-15 days, 14% of students' practice time is between 16-20 days, 13.5% of students' practice time is between 21-29 days, and only 3.1% of students' practice time More than 30 days.

**Objective4: To study the current problems in social practice within universities**

This section analyzes the shortcomings of current social practice based on the attitudes and motivations of college students towards social practice and their behavioral performance in the process of social practice in the previous section, as well as the considerations of social practice organization and management in the empirical investigation.

**The subjectivity of college students is not fully exerted.**

Human subjectivity refers to individuals' unique qualitative stipulations as subjects interacting with objects. Marxism believes that human subjectivity in

practical activities is manifested in the process of transformation of objects by the practical subject, and this transformation activity takes the intrinsic needs of the subject itself as the starting point. Then, the subjectivity of college students in social practice is the subjective initiative shown by college students in social practice activities to achieve the needs of growth and all-round development, as well as the creative thoughts and behaviors generated in this process. At present, the subjective role of college students in social practice has not been fully exerted, which is mainly reflected in the following aspects:

(1) College students are still in a passive position in social practice

The traditional subject-object relationship in education first causes this. Lenin, the mentor of the proletarian revolution, clearly stated in 1902, "The working class cannot have socialist democratic consciousness. This consciousness can only be instilled from the outside." During the democratic revolution, to unify the political and ideological beliefs of the people as soon as possible, our party vigorously advocated this concept of "ideological indoctrination" and widely applied it to education. Since the reform and opening up, our country has vigorously reformed and developed education and achieved world-renowned achievements. However, whether it is theoretical teaching or practical teaching, it has never completely gotten rid of the one-way teaching model in which teachers transmit information and students passively accept it.

Although we believe that college students are the main body of social practice, as the object of higher education and the object of ideological and political education, college students are still in a passive position in education in most cases. Correspondingly, college teachers, counselors, and other groups have always been accustomed to taking themselves as the "authority" of educators, implementing and even instilling education in college students. From this perspective, the educator and the educated are in active and passive positions in the education process, reflecting the status inequality between the two parties. Suppose this traditional, single subject-object relationship cannot be broken. In that case, it will naturally be impossible to establish a new social practice with college students as the main body, which is not conducive to developing college students' subjective consciousness.

Table 4.13 Frequency and Percentage of Performance

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| Your performance in social practice | --Be proactive | 60 | 40.6 |
| | --Follow the arrangements | 43 | 28.6 |
| | -- Show up and do not do anything | 30 | 20.1 |
| | --Did not practice it, just stamped it | 17 | 10.7 |

Regarding their performance in practice, 40.6% of college students believe that they have been "active and proactive" in practice; 28.6% of students only passively "obey arrangements"; and 20.1% of students "just show up and do nothing", 10.7% of the students did not actually practice, but just "stamped" the practice appraisal form through various relationships prove.

(2) Some students' practical purposes are not clear enough

College students are becoming more and more rational about the purpose of participating in social practice activities. Many college students hope to broaden their horizons and expand their knowledge through social practice, enrich their extracurricular life while exercising their comprehensive abilities, and contribute. However, a few students have unclear social practice goals and mindlessly follow the trend (see Table 4.13). Under the influence of the market economy, there are more and more connections between universities and enterprises, and the commercial atmosphere on campus has become more robust. Affected by this, some college students have begun to pay attention to "real" interests in their conduct. This is mainly reflected in the fact that some students are only willing to participate in paid social practice activities; after colleges and universities incorporate social practice into required courses, social practice results also affect students' GPA, and they passively participate in social practice to get credits. It is not uncommon; some students indiscriminately participate in various social practice activities to gain practical experience and enrich their resumes. Naturally, college students with these purposes cannot devote themselves wholeheartedly to social practice activities, which also goes against the original intention of college students to "get an education, grow their talents, and make contributions" to social practice.

(3) “Elite practice” restricts the enthusiasm of college students

Table 4.14 Frequency and Percentage Supported by the School

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| The degree to which the school supports the spontaneous social practice team | --is venue support | 16 | 10.5 |
| | --is consulting and guidance support | 27 | 18.4 |
| | --Supported by two or more of the above | 43 | 28.9 |
| | -- No, self-funded | 48 | 31.6 |
| | --is financial support | 16 | 10.5 |

Among various forms of social practice for college students, team practice through project establishment receives more attention than students' independent practical activities, receives more guidance and support, and achieves more obvious practical results. The project team practice is usually directly organized and implemented by the school's Academic Affairs Office, Youth League Committee, and relevant departments of each college. Strong support is given to the software and hardware conditions required for practical activities, such as instructors, activity funds, and practice bases. Through research, we found that the school did not financially support college students who spontaneously formed teams to carry out social practice. 10.5% received venue support, 28.9% received consultation and guidance support, 10.5% received two or more supports, and 31.6% did not. Without support, it will be wholly self-financing and self-development (see Table 4.14).

Table 4.15 Frequency and Percentage of Projects by Categories

| Name | Items | Frequency | Percentage |
|---|---|---|---|
| You obtained practical opportunities through your social practice in what form | -- Contact yourself | 47 | 31.5 |
| | --Recommendations from relatives and friends | 71 | 47.9 |
| | --Recommendation from teacher | 27 | 17.8 |
| | -- intermediate companies | 5 | 2.7 |

Since the practical activities of the project establishment team are very time-consuming and labor-intensive to organize, and funds are limited, it is challenging to participate in Among them, there are only a small number of college students in the "elite group", such as student cadres, student party members, or students with outstanding achievements and advantages. Most of the other students can only seek practical opportunities on their own. As shown in Table 4.15, among the surveyed college students who practice individually, only 17.8% obtained practice opportunities through teacher recommendation, 47.9% relied on recommendations from relatives and friends, 31.5% contacted the practice unit themselves, and 2.7% Use an intermediary company to contact. This inevitably leads to some students responding perfunctorily, relying on connections to "mix" a practical proof or "copy" a practical report to complete the task. Some students hope to participate in social practice but regret it because they have no teacher to introduce them to and cannot find suitable practice opportunities.

On the one hand, this is because universities have limited resources to invest in social practice; on the other hand, this is also related to our country’s long-standing education methods. College students have become accustomed to passively receiving education, and it is challenging to achieve independent practice and self-education within the traditional education system.

**Practical content and form need to be enriched.**

Social practice activities combine theoretical knowledge with real life, test book knowledge through practice, and apply what has been learned to serve society better. In actual operation, due to the limitations of many subjective and objective factors, some social practice activities inevitably produce a phenomenon where form is more excellent than content.

(1) Ethical practice needs to be increased

The development of human society is inseparable from the continuous growth of knowledge. In modern society, the knowledge economy has increasingly become the leading force in the development and progress of a country. Education is a channel for humans to acquire knowledge. It is precisely because of the progress of education that people can continuously accumulate knowledge and transform it into human capital that continues to create economic growth miracles. With the advent of

the era of the knowledge economy, humans will pay more and more attention to knowledge education, especially knowledge and skills education in high-tech fields. Solid professional knowledge is indeed an essential requirement for the development of the times and society, and it is also the primary foothold for educating and cultivating outstanding talents. Our country's education has always regarded the level of cultural knowledge as the primary criterion for assessing students. However, this "knowledge-based" educational mechanism ignores the cultivation of people's moral character.

Knowledge promotes the production of matter, and knowledge and morality symbolize society's material form and spiritual core. Objectively speaking, the moral education of college students is a big blind spot in colleges and universities' teaching and training systems. Since the Third Plenary Session of the Eleventh Central Committee, with the continuous advancement of the reform and opening up process, China's economic system, social structure, and social form have entered a period of comprehensive transformation. The transformation from a planned economy to a market economy has greatly enhanced economic activity and promoted economic prosperity and development. At the same time, as a double-edged sword, implementing the market economic system will inevitably produce some side effects. The most significant features of the market economy are freedom and openness, as well as the coexistence of various interest entities, economic components, and labor distribution methods. People have more and more lifestyle choices to choose from. Market profitability has led to the gradual fragmentation of traditional values and an unprecedented impact on the moral system. In this case, on the one hand, productivity has been extensively developed, and the original production relations can no longer adapt to the needs of the highly developed productivity level; on the other hand, new production relations have not yet been established, resulting in moral systems, educational mechanisms. The superstructure, including the construction industry, has entered a difficult period of "lack of supply".

The original intention of introducing foreign credit-based teaching in colleges and universities in the country is to promote independent learning of college students and cultivate their self-management abilities. However, without supporting software and hardware conditions, the credit system can easily lead to adverse effects,

such as the dilution of collective consciousness and class concepts, the lack of teamwork awareness, and the rise of quick success and instant benefit ideas. The tendency to combine social practice with professional knowledge has become increasingly apparent, which is conducive to improving college students' “knowledge-skills” conversion rate. The blank in the field of moral practice is in sharp contrast. For example, the academic plagiarism and fraud incidents that have been frequently exposed in recent years have fully exposed the moral deficiencies of intellectuals. To change this situation, we need to pay attention to moral education from top to bottom and vigorously promote the reform of the education system.

(2) Practical forms need to be innovated

Respondents are asked to provide opinions and suggestions on current social practice activities in the subjective part of the sample survey. 10% of the students answered this question and, without exception, said that the current social practice is "formal."

1. *"I hope the content and form will be diversified" and "I hope more practical projects can be developed for students to choose from*."

The social practice of contemporary college students has a history of more than thirty years. Whether it is campus cultural practice activities, subject professional practice activities, or off-campus practice activities, representative forms of practice activities have gradually formed. Every year, various activities follow years of experience and practice regarding time, activity content, activity process, and even the groups and activity partners in which students participate. Of course, relying on experience will help improve the efficiency of event organization and implementation and can also avoid unnecessary risks. Some high-quality activities can continue to improve and strive for excellence by constantly summarizing experiences and lessons. However, this can also easily cause college students to be lazy and blindly follow organizational arrangements in practical activities, which is not conducive to cultivating college students' innovative abilities. In inherited traditional practice activities, the new batch of college students who participate often first study the activity materials left by their predecessors and often fall into the trap of doing so.

It is challenging to achieve breakthrough innovation if one enters the Japanese thinking mode.

**Assessment and evaluation methods need to be improved**

So, the author found that the current status of individual and team commendations for college students' social practice significantly correlates with the performance, practice form, and practice type of the practice report.

First, the practice report is the most crucial basis for assessing college students' social practice. There is a significant correlation between the performance of the practice report and the commendations of individuals and teams. Further analysis found that college students with "excellent" practice reports are more likely to be commended as "advanced individuals" in social practice. The more members of a practice team who receive excellent practice reports, the easier it is for the practice team to receive "Excellent Practice Team" commendation.

Second, the form of college students' participation in practice is significantly correlated with individual and team commendations. Further analysis found that college students participating in school project practice teams are more likely to be commended as "advanced individuals" in social practice evaluations than college students who spontaneously form teams to practice or practice alone. Practice teams established by schools are more likely to be rated as "excellent practice teams" than practice teams self-organized by students.

Third, the types of college students' participation in social practice are correlated with individual and team commendations. Regardless of individual or team practice, rural students who carry out practical activities such as science and technology to support agriculture and environmental protection are more likely to be commended.

In summary, it can be seen that the current examination of college students' social practice in colleges and universities is relatively one-sided, mainly based on practice reports, and ignores students' actual performance and practical results in the practice process. Regarding performance evaluation and commendation, there is a clear bias towards participants in practical activities for school projects. Such an evaluation system is "protective" for a small number of elite groups, is not conducive to improving the enthusiasm and initiative of most students to participate in

social practice, and cannot comprehensively evaluate the actual effects of social practice.

**Objective 5: To study methods to strengthen and improve social practice education for college students.**

This issue is emphasized in Chapter 5. The methods to strengthen and improve social practice education for college students include Improving the practical education system: Universities should establish a systematic and standardized social practical education system, including curriculum design, practical activities, evaluation standards, and other aspects.

Strengthening the system of practical mentors: Universities should select teachers with practical experience and enthusiasm for social practice as mentors, guide students to participate in social practice, and improve the quality of practical education.

Enriching practical education content: Universities should conduct diverse social practice activities based on social needs and student characteristics, such as volunteer services, social surveys, internships, and practical training.

Expanding practical education channels: Universities should actively cooperate with governments, enterprises, and communities, establish stable, practical bases, and provide students with more practical opportunities.

Strengthening practical education management: Universities should establish and improve practical education management systems, strengthen assessment and evaluation of student participation in practice, and ensure the effectiveness of practical education.

# CHAPTER V

# CONCLUSION AND DISCUSSION

## 5.1 Conclusion

### 5.1.1 Research Question

Through investigation, we found that college students participating in social practice activities have great significance because, in today's era of globalization and information, they are crucial to their education and development as the backbone of future society. Participating in social practice activities is a meaningful way to cultivate college students' comprehensive quality and sense of social responsibility. This article details the multifaceted significance of college students participating in social practice activities to promote awareness of its importance among society, universities, and college students.

1. The Personal Significance of College Students Participating in Social Practice Activities

Enhancing self-awareness and self-development Through social practice activities, college students can gain a deeper understanding of society's workings and rules and clarify their interests, strengths, and weaknesses. In practice, college students can constantly try, explore, and challenge themselves, enhancing self-awareness and self-development.

Enhance social adaptability and employment competitiveness; participating in social practice activities allows college students to interact with and integrate into society, improving their social adaptability. Meanwhile, the experience and skills gained from practical activities can prepare college students for future employment and enhance their employment competitiveness.

2. The Social Significance of College Students Participating in Social Practice Activities

Promoting social development and progress. As outstanding talents in society, college students can apply their knowledge and skills to practical work and create value for society by participating in social practice activities. At the same time,

college students' innovative ability and creativity can also inject new vitality into social development and promote social development and progress.

By inheriting and promoting positive social energy, College students can transmit positive energy and lead social trends by participating in social practice activities such as teaching support and environmental protection. These activities can guide society to pay attention to vulnerable groups and environmental protection and promote social civilization progress.

3. Advocate for more college students to participate in social practice activities

In order to encourage more college students to participate in social practice activities, the government, universities, and all sectors of society should work together. The government should introduce relevant policies to provide support and guarantees for the practical activities of college students; Universities should strengthen publicity and education to enhance the practical awareness of college students; All sectors of society should actively accept college students to participate in practical activities, providing them with opportunities for exercise and growth. At the same time, college students should also emphasize social practice activities, actively participate in them, and continuously improve their practical abilities and qualities.

## 5.2 Conclusion

Therefore, college students' participation in social practice activities is significant. Not only does it help to improve personal comprehensive quality and social adaptability, but it can positively contribute to society and promote economic development and social progress. Therefore, we should advocate for more college students to participate in social practice activities and contribute to social development together. At the same time, the government, universities, and all sectors of society should continue to provide more practical opportunities and resources for college students and jointly promote their comprehensive development and social progress.

**5.2.1 To understand the motivation and attitude of college students to participate in social practice activities.**

College students' participation in social practice activities is an indispensable part of higher education, and it is of great significance for their personal growth and social integration. However, the survey found that the motivation and attitude of college students to participate in social practice activities are diverse, and they are influenced by various factors such as personal, family, school, and society. There are specific reasons for this:

1. Motivation analysis

The first is to enhance personal abilities, which is the primary motivation for college students to participate in social practice activities. In the university stage, students not only need to master solid professional knowledge but also need to have specific practical abilities, innovation abilities, and teamwork abilities. By participating in social practice activities, college students can apply their knowledge in school to practical work, improve their professional skills and practical abilities, and thus enhance their employment competitiveness.

The second way is to increase social experience. The survey questionnaire shows that increasing social experience is another important motivation for college students to participate in social practice activities. By participating in social practice activities, college students can gain a deeper understanding of the operational mechanisms of society, understand the job responsibilities and requirements of different industries and positions, and enhance their social adaptability. Meanwhile, college students can expand their network resources and accumulate rich interpersonal communication experience by communicating and collaborating with people from different backgrounds.

Thirdly, it can expand interpersonal relationships, which is also one of the motivations for college students to participate in social practice activities. In social practice activities, college students can get to know more people. They can meet people from different fields and backgrounds and expand their network resources through communication and cooperation. Expanding these network resources helps college students gain more opportunities in their future job search process and provides help and support in their personal lives.

The fourth option is to earn living expenses. For some students from economically disadvantaged families, participating in social practice activities is a way to earn living expenses. Through their labor, they can reduce the economic burden on their families and cultivate their ability to live independently.

2. Attitude analysis

Firstly, from a positive attitude perspective, according to the survey results, many college students hold a positive attitude towards social practice activities. They believe participating in social practice activities is an excellent opportunity to exercise themselves and accumulate experience, which can lay a solid foundation for their future career. At the same time, they also believe that through social practice activities, they can make more friends and expand their network resources. This positive attitude encourages them to actively participate in social practice activities and fully tap into their potential and talents. Secondly, in terms of negative attitudes, some students have a relatively negative attitude towards social practice activities. They may believe that practical activities will occupy their study time and affect academic performance. Alternatively, they may think that practical activities are dull, without challenges, and cannot fully utilize their abilities. In addition, some students fear encountering difficulties and challenges in practical activities due to a lack of confidence and courage. This negative attitude will affect their enthusiasm and effectiveness in participating in social practice activities.

**5.2.2 The problems in practical education for contemporary college students**

***5.2.2.1 The school's organizational management system is not perfect enough, and the funds for practical education are insufficient.***

The organizational management system is not perfect enough: Practical education for college students is an essential part of higher education and an effective carrier of ideological and political education in colleges and universities. In the school, it is not just a matter of one department. It involves the school administration, the Academic Affairs Office, the Ministry of Academic Affairs (Ministry of Education and Engineering Office), the Propaganda Department, the Youth League Committee, the Scientific Research Department, the Finance Department, the Logistics

Department, and many other aspects. It is a task that all school departments cooperate and complete together. Only when all departments work together to manage and cooperate can we ensure the smooth development of practical education activities for college students. There are still problems in the leadership and management system of college students' practical education, mainly reflected in unclear leadership responsibilities and lack of vitality. Some college students' practical education leadership organizational departments are not scientific enough and lack unified leadership, coordination, and management. Establish a leadership organization and management system for practical education activities that integrate school and local areas with the participation of party and government leaders and relevant departments. "The social practice work joint meeting system, training system, project management system, evaluation system, safety system, incentive system, instructor workload accounting system, publicity system, base construction system, are imperfect." It restricts the in-depth practical education of college students. Develop. Therefore, from the perspective of the organizational management system, two problems in the practical education of college students cannot be ignored: First, the functional departments that organize students' practical education lack overall arrangements. The second is failing to fully play the strengths of various colleges and groups in colleges and universities.

Insufficient funds for practical education: To carry out social practice education more extensively and deeply, a certain amount of funds must be invested in activities, but the funds for practical education are insufficient. For centrally organized social practice education activities, the school must allocate certain special funds every year to develop practical activities. However, the funding investment is limited for social practice education activities for college students with many participants, a long duration, and a wide range of coverage.

The mechanism of social support for college students' practical education is not sound enough: Today, some places and colleges and universities still have a vague understanding of practical education. Some mistakenly believe that social practice is just visits and labor and do not understand the essence and connotation of social practice education in a true sense. As a result, it has affected the active promotion of practical education activities for college students. The current situation

and new tasks urgently require us to understand the practical education activities of college students from the strategic perspective of the development of the party and the country's construction cause. From the requirements of Deng Xiaoping's Theory, the critical thought of "Three Represents", the Scientific Outlook on Development, and the comprehensive construction of a society with Chinese characteristics Examine the great significance of social practice education for contemporary college students based on the needs of the socialist cause. Social practice education is an integral part of Marxist educational thought and a meaningful way to implement the party and the country's educational policies fully and for universities to carry out ideological and political education. Many university managers and educators lack a deep understanding of this theoretical explanation and only meet the requirements to understand practical education activities' operational aspects. Practical activities often only remain verbal or provide only one-sided guidance. The practical education of college students often does not receive widespread recognition and support from society, making it difficult to carry out in-depth practical education activities for college students.

Difficulties faced by college students participating in practical education activities: Practical education activities for college students are an essential way to combine theory and practice. Implementing these activities is conducive to enhancing ideological and political education effectiveness in colleges and universities. It is conducive to improving the overall quality of college students. However, students still face some difficulties in participating in practical education activities. Generally speaking, they mainly include the following aspects:

(1) Lack of extensive student participation

Practical education activities for college students are necessary measures to implement the policy of integrating education with productive labor and strengthen the practical link of education in the new era. It should be open to all students, but many colleges and universities conduct "elite practice" mainly by cadres, student party members, and students with unique talents. This form only "concentrates practice opportunities on some key students and ignores the majority of ordinary students." The practical requirements are essentially ignored for the growth and success needs of ordinary students; the current situation is reflected in the emphasis

on the practice of individual teams and the neglect of the practical wishes of ordinary students, focusing on short-term effects and neglecting long-term effects. ." For ordinary students, as individuals, spontaneous, and decentralized social practitioners, there is a significant gap in the degree of benefit compared with organized practice teams. Most students mainly focus on social practice when they return to their hometowns. These "sheep-herding" social practice activities have loose management, strong formalism, and ineffective organization and guidance. This situation affects social practice education activities and the practical effect, as ordinary students do not widely recognize college students' current practical education activities. At the same time, it also affects students' enthusiasm to participate actively in practical education activities.

(2) Lack of continuity in carrying out activities

The social practice education of college students in some colleges and universities is not a necessary and regularly adhered practice link, "but is intermittent due to the influence of objective factors such as teacher leadership, ability, location, and has not formed a stable, consistent, universal education for schools and students." Recognized evaluation standards and operating mechanisms.

(3) Lack of standardization in organizational management

Social practice education is generally an activity that takes place after school or outside school. Its organization and management are much more complicated than ordinary classroom teaching, involving many links and factors. Generally, the school Youth League Committee issues a document, and the Youth League organizations at all levels are responsible for the organization and implementation. As for the students, there is a lack of feedback on participation effectiveness and practical professional guidance. Social practice education activities mainly adopt the "movement model" and lack goal management. Therefore, the coordination and management of social practice education must be strengthened, and detailed considerations and standardized arrangements must be made at the organizational level.

(4) Activity results lack effectiveness

Many colleges and universities have not organized systematic guidance and training on determining the theme of social practice education activities, choosing

appropriate practice education methods, and writing practice activity reports. At the same time, “there is also a lack of effective management and assessment of the development of social practice activities. If teachers cannot analyze and answer questions on time to ensure students’ understanding of social practice activities, it will directly affect the effectiveness of social practice. Departments and teachers To support the enthusiasm for practical education, the forms of organizational structures established by various schools are also different. Some schools believe that organizing social practice education activities for college students is part of students’ work, and the student affairs department is responsible for it. Some schools believe that students’ social practice education activities are part of the work of the Communist Youth League and are supervised by the school youth league committee. Some schools divide practical education into two organizational forms: the so-called practice within the teaching plan and the practice outside. The academic affairs department implements practical education, and departments and league organizations implement unplanned practical education. These practices have their reasons, but to be precise, social practice education activities for college students should be part of the school’s overall mission of teaching and educating people. A vital component should be the joint management of all significant functional departments of the school. Joint management is easier said than done. Rhetorical joint management may result in no one being in charge or caring. The functional departments of the school are responsible for college students. Practical education activities lack a systematic and detailed plan, unified guidance, and coordination, and the organizational form is not soulful enough. Most of the activities are limited to winter and summer vacations. After-school time cannot be fully utilized, and practical education cannot be arranged according to different knowledge structures and interests. Activities. Students are often passively accepted and implemented, and the results are not good. At the same time, most teachers believe that teaching and scientific research tasks are relatively heavy and theoretical teaching is good. How can they have the time and energy to research and organize social practice education activities? Therefore, Many teachers lack enthusiasm for practical education and do not take the initiative to participate in activities. They either cope with the problem or find some excuses not to engage in practical education. Considering every student and providing practical guidance is

difficult, even if practical activities are organized. In addition, because the calculation method for guiding practical education teaching workload is not reasonable enough, it affects teachers' enthusiasm for guiding students' practical education activities.

***5.2.2.2 College students' practical education activities have a single form, monotonous content, and a lack of innovation.***

When some colleges and universities carry out social practice education activities, they only pursue the form of the activity and pay more attention to the superficiality. They lack practical measures to achieve the purpose of social practice education. They believe that as long as the activities are carried out vigorously, they can achieve the effect. The positive educational effect is often loud but not rainy. The form of activities is single, and the content of the activities is empty. The practical activities are just formalities, and the practical content is not rich enough. "The social practice activities of many schools are limited to social surveys and voluntary labor, and there is no arrangement of different practical contents according to the psychological characteristics, knowledge level, and receptive ability of college students, and it cannot well reflect the professional characteristics and knowledge structure of college students." It has not achieved the purpose of allowing students to truly experience the actual life of society. Practical education has nothing to do with college students. The needs for growth and success are not closely integrated with social needs, and the purpose of contributing to society and doing practical things for the masses has not been achieved. The actual results are not ideal. Even if there are guaranteed social practice education activities in winter and summer vacations for a specific time, the proper participation of college students has not been achieved. It is still not enough. Most of them do some simple social surveys for symbolism, lacking research and analysis on some practical problems, and the measures to solve the problems also lack pertinence and effectiveness. As a result, many colleges and universities lack innovation in the form and content of social practice education for college students. "We cannot start from the actual needs of contemporary young college students, but just blindly repeat the past and mature practice models; at the same time, college students also lack the motivation to actively participate when faced with almost the same social practice forms and contents, let alone do To persevere." The key is to provide practical opportunities for most

students' unorganized individual social practice education activities. By carrying out social practice education activities in a large-scale and organized manner, colleges and universities can fully play a role in their social practice education activities. Only the advantages of college students' professional knowledge and skills, concentration of scientific research projects, and rich intellectual resources can maximize social practice education activities. Work together to serve society and the people better.

***5.2.2.3 There are still some urgent problems that need to be solved in the construction of practical education bases.***

Colleges and universities cooperate with local governments and enterprises to establish social practice education bases for college students in places with mature conditions based on the need to integrate industry, learning, and research. After establishing the social practice education base, students not only have a fixed place to carry out activities during holidays but also combine teaching and professional learning to organize students to carry out professional internships and other activities in the practice base. Therefore, the social practice education base is essential for college students. It is an important position for carrying out social practice activities. It is a bridge for college students to leave campus to understand society, understand the national conditions, serve society, and exercise themselves. It is an intermediary between the school and the local area and a fundamental guarantee for organizing college students to conduct social practice education activities.

***5.2.2.4 The assessment and evaluation system of practical education is not perfect enough***

Establishing a suitable evaluation system is necessary to promote college students' comprehensive practical education. Therefore, researching and formulating an assessment and evaluation system for college students' practical education is particularly important for correctly evaluating their achievements. However, many issues are still worth attention in the specific evaluation process of students' practical education.

(1) The practical education evaluation system is not sound and scientific enough

Currently, when most colleges and universities assess the results of practical education, they mostly rely on social practice activity achievement declaration forms and written social practice papers without establishing a scientific and complete evaluation system. "Some units only focus on early mobilization and do not pay attention to later summaries, sowing without harvesting, which ends in an anticlimax; some summaries are simple, focusing only on summarizing achievements and ignoring the search for problems; some selections are rough and only focus on selecting a small number of advanced ones. The evaluation of most participants is ignored; some only focus on commending and rewarding advanced people and ignore the promotion of their experience." This affects the initiative of some students to participate in social practice education.

(2) The evaluation method of practical education lacks motivation

Some colleges and universities often submit a social practice report or a practice certificate issued by the unit after the start of the semester to evaluate the performance of college students' practical education. The requirements for the report generally only specify the number of words. Whether students perform well or poorly in practical education activities does not affect their performance. The assessment lacks practical process evaluation. In social practice education, there is no scientific qualitative and quantitative assessment or evaluation of students' performance and achievements in participating activities. There is no establishment of students' social practice education performance files, and some have established them. It is also incomplete, making it difficult to evaluate students' participation in practical education activities. At the same time, it is not linked to the evaluation of scholarships, various advanced selections, recommendation of outstanding candidates to join the party, recommendation of postgraduate students exempt from examination, recommendation of employment; “I often hear some students complain that their innovative, practical achievements have not received due recognition and attention. On the contrary, some students have not engaged in practical activities but have been rewarded for writing a beautiful report or paper. To a certain extent, this has dampened some students' creative enthusiasm and enthusiasm.”

(3) Practical education evaluation standards and methods are single and old-fashioned. Currently, most colleges and universities use a simple qualitative

evaluation method for college students' social practice education. They only use the records on a social practice registration form to score students, determine their practical education assessment level, and focus the evaluation and assessment on the entire. The summary of social practice education activities has not been implemented in the assessment of each student. There is excellent arbitrariness in the assessment of practical education. There are official seals of the practice units and practice summaries (experiences) for students' practical education achievements. Experience) Alternatively, investigation reports (practice reports) are qualified, and some are not required to issue practice records. Whether college students have carried out practice, received education, or improved understanding need not be examined. In order to cope with the evaluation, many students try their best to ask acquaintances to come to the unit to stamp a stamp on the practice registration form, practice reports, and surveys. Reports and practice summaries are downloaded from the Internet, and practical ability cannot be improved. It affects the display of the role and effect of social practice education.

(4) There is a lack of an evaluation mechanism for assessing the workload of practical education instructors.

Most colleges and universities have not yet implemented specific approval standards for the workload of instructors who participate in social practice education. They lack a specific incentive and evaluation mechanism. They do not use instructors' performance, ability, and achievements as the basis for selecting advanced individuals and assessing professional titles. There are no grants to instructors for certain assessment rights. The assessment rights are overly concentrated in the hands of a few teachers in the college (department), so the instructors' enthusiasm is affected to a certain extent, which is not conducive to better carrying out practical education activities in the future.

## 5.3 Discussion

**5.3.1 Establish the concept of practical education, fully mobilize the power of all sectors of society, and attach great importance to and support**

**practical education**

***5.3.1.1 Update concepts: Colleges and universities, as well as party and government leaders at all levels, must understand the strategic importance of practical education.***

First, as the organizers of social practice education for college students, colleges and universities must unify their thinking, raise awareness, and attach great importance to it. Practical education is an indispensable and organic component of higher education, a vital teaching form, and a requirement for colleges and universities to implement professional education. Comprehensively understand the significance of promoting social practice education for college students and fully understand the role of practical education in talent cultivation and social development. Secondly, party committees and governments at all levels must also clarify the responsibilities and obligations they must bear in college students' growth and success, formulate relatively complete supporting policies, and provide the necessary support for their practical education. Third, party and government leaders at all levels should understand at a deep ideological level the significance of organizing college students to participate in practical education activities and truly put this work on the vital agenda from the perspective of being responsible for the next generation and cultivating successors. To implement this work from a responsible perspective, we must specifically strengthen leadership for students' social practice education activities. The school must also establish a student social practice education leadership group. The school leadership group must coordinate and arrange students' social practice education activities during class hours. , content, funding, and instructors must be carefully arranged. Fourth, strengthen the publicity and education work of social practice education and raise the awareness of all aspects of society about the importance of college students' social practice activities. For colleges and universities, social practice education for college students can expand the influence of colleges and universities in society; for college students, social practice education activities have individual socialization functions, catalytic functions for talent development, and theoretical strengthening functions; for employers, We can establish stable cooperative relationships with colleges and universities by accepting the social

practice of college students, promoting the integration of industry, learning, and research, and providing talent support and intellectual support for employers. Fifth, through social practice education activities, college students can better understand the national conditions, social conditions, and nostalgia, thereby strengthening their belief in taking the road of socialism with Chinese characteristics; it can enable college students to enhance their practical perspectives, mass perspectives, and labor perspectives so that they can adapt to the future The need to devote themselves to socialist construction; it can cultivate the innovative spirit and practical ability of college students. Social practice education is not dispensable for college student's education, but it is an essential educational link that other links cannot replace; it cannot just stay in the use of winter and summer vacations. Instead of a surprise-style practical activity, it should be organized and arranged to make it regular. We should organize a few activities for the students to carry out and pay attention to all students' active and conscious participation.

***5.3.1.2 Deepen understanding: Build a work pattern in which local governments and all parties in society work together to manage and support practical education***

Party committees, governments, and universities must jointly shoulder the responsibility for cultivating college students with a strong sense of responsibility, attach great importance to college students' social practice education with a high sense of mission, support college students' social practice education, and provide favorable conditions for the effective development of college students' social practice education activities.

(1) Attach importance to it ideologically and enhance the awareness of all employees.

Whether it is the party and government leaders of universities or local leaders at all levels, they must attach great importance to practical education ideologically and enhance the awareness of all employees. First, the school should include this matter in the teaching plan and make overall arrangements based on its situation. Second, education departments must provide specific guidance, supervision, and inspection. Third, party committees and governments at all levels must strengthen

leadership. Fourth, relevant parties should actively support and cooperate to provide the necessary conditions for students to participate in productive labor. Organize college students to carry out various forms of social practice education activities to promote students' in-depth understanding of society and all-round development. College students must fully understand the importance of social practice education activities, understand themselves, and perceive the world through social practice education activities to further grasp themselves and comprehensively improve their quality.

(2) Clarify responsibilities, work together to manage, and create vitality

The work of social practice education for college students cannot be completed by just one organization; it is a systematic project involving all walks of life and various school departments. Therefore, colleges and universities should establish and improve the leadership system and management working mechanism of unified leadership of the party committee, joint management of the party and government, close cooperation of the whole school, and student self-education to improve the understanding of the social practice education activities of college students. The school party committee must make comprehensive arrangements for college students' ideological and political education, combine ideological and political education with teaching and scientific research, and combine correct guidance with self-education to form a good situation where everyone is responsible for joint management. At the same time, departments are required to participate in the organization of social practice education actively, and more teachers are especially needed to participate in the guidance and achievement assessment of practical education activities. In addition, to reduce the blindness and randomness of college students' social practice activities, it is also necessary to establish many practical education bases with material and safety guarantees, which still require the full assistance of all sectors of society. Youth League organizations play an essential role in the social practice education of college students, and they must concentrate on guiding the theme of practical education--project guidance, process management, safety education, and results summary. All sectors of society, especially enterprises and institutions, must accept college students for social practice education as their unshirkable responsibility and obligation and provide convenient conditions for them

to carry out social practice education activities. All localities should, under the unified leadership of the party committee, establish a joint meeting system for the social practice education of college students attended by responsible comrades from relevant departments, hold regular work coordination meetings, and coordinate and plan the development of social practice education for college students. Local governments at all levels should include support for social practice education for college students in government finances and provide specific support.

**5.3.2 Innovation in content and form: Build a more scientific, practical education system and comprehensively improve college students' ideological and political quality.**

***5.3.2.1 Focus on patriotic education practice activities to continuously enhance students' patriotic thoughts***

With the development of the social situation, our country's colleges and universities have gradually incorporated practical education into the school's overall education plan. Under the guidance of relevant documents issued by the Propaganda Department of the CPC Central Committee, the Ministry of Education, the Youth League Central Committee, the National Federation of Students, and other relevant departments, it is necessary to build a more scientific, diverse, and content-rich practical education system. In terms of its content, it allows college students to go to the forefront of reform and opening up to experience the earth-shaking changes and outstanding achievements that have been made since the reform and opening up of the motherland and to inspire patriotism and aspirations to serve the country; it allows college students to go to the old and young It can also allow college students to go to cities, communities, villages, military units, factories, and schools to experience different living environments, get in touch with different people and things, and enrich their life experience and practical experience. The "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students" of the Central Committee of the Communist Party of China and the State Council stated: "Focus on patriotism education and carry out in-depth education to promote and cultivate the national spirit." According to the spirit of the document, the patriotism of college students needs to be emotional. Practical education activities

effectively allow colleges and universities to cultivate the national spirit and create environmental education. College students can be organized to visit revolutionary traditional education bases to have a deep understanding of the revolutionary predecessors who fought bravely and persevered. Spirit and heroism help them establish lofty ideals and cultivate a strong will and the quality of loving and serving the people.

***5.3.2.2 Focus on various forms of practical education activities to cultivate and improve the practical ability of college students***

Practical education for college students bridges schools and society, is an integral part of ideological and political education in colleges and universities, and is the only way to ensure the healthy growth of college students. Therefore, college students should be actively organized to participate in various forms of social practice education activities based on the characteristics of different disciplines and grades. The first is to organize and carry out social service activities. Social service means that college students, while learning from workers and peasants and practicing, use the knowledge and skills they have learned to the best of their ability to do something useful for others, the collective, and society. College students are trained in their comprehensive abilities and comprehensively improve their qualities at work. The second is to carry out social investigation activities. It is necessary to organize college students to conduct social surveys and research around important economic and social development issues, propose opinions and suggestions for solving problems, and form research results. The third is to attach great importance to practical education activities with teaching practice and professional internship as the main content and regard practical teaching as an essential part of classroom teaching so that college students can deeply understand the reflection of human beings in each course while participating in practical education and teaching. Civilization achievements, carrying forward the national spirit, embodying the scientific spirit, revealing the essential laws of things, and cultivating college students' innovative spirit and practical ability. Fourth, organizing college students to use their extracurricular time to participate in scientific and technological production and scientific invention activities can broaden their knowledge horizons, guide them to explore a particular scientific field, and thus devote themselves to scientific careers. Improve students' ability to apply knowledge

and innovation through technological innovation and invention. The fifth is to guide college students to participate in voluntary labor, serving social welfare undertakings directly. It can enable college students to abandon their disdain for physical labor, despise workers and peasants, get something for nothing, and be extravagant and wasteful, and gradually cultivate college students' labor concepts, professional ethics, and love for working people, as well as their down-to-earth, hard-working, hard-working, and thrifty qualities.

***5.3.2.3 Focus on work-study and volunteer services, and continuously expand the field of practical education for college students***

All colleges and universities work to cultivate and educate students, and work-study is no exception. Due to students' varying ideological status and quality, their initial purposes for participating in work-study activities differ, so they must pass relevant work-study programs. Targeted education and guidance can help them improve their ideological awareness.

(1) Establish a standardized and effective work-study organization system for college students

Carrying out work-study activities is inseparable from an effective organizational system. First of all, it is necessary to obtain the support of governments at all levels and enterprises and institutions, give full play to the macro-guidance of local governments and education administrative departments for college students' work-study, and create a work-study system--an excellent social atmosphere for learning activities. Secondly, it is necessary to establish a work-study leadership group that is fully responsible for the school administration under the leadership of the university party committee to plan and guide the comprehensive development of work-study work. We also mobilize the forces of various departments, academic affairs, academic and engineering departments, Youth League committees, logistics, and other aspects to jointly carry out work-study management work and ensure the healthy and orderly development of work-study work. Thirdly, it is necessary to establish a work-study activity center for college students, arrange dedicated teachers to guide students' work-study work and formulate a detailed management system and management methods to coordinate the relationship between all aspects of the school and outside the school, and timely discover and solve problems related to work-study.

Conflicts and disputes during work-study activities protect students' legitimate rights and interests. Finally, it is necessary to fully play the role of party organizations, student unions, classes, and societies in work-study activities, form an effective organizational system for work-study activities for college students, and enhance the effect of work-study activities.

(2) Deeply tap into school resources and actively develop on-campus work-study positions

We have extensively developed work-study labor resources for college students based on the campus. There are many work-study positions for college students to choose from within colleges and universities. Although the remuneration of these positions may not be high, for college students, they are nearby, have low participation costs, and are safe and secure. Therefore, colleges and universities must strive to provide on-campus work-study positions for college students. Schools must provide students with on-campus work-study positions based on the characteristics of students. Arrange appropriate positions. These positions mainly refer to colleges and universities' organized and planned efforts to allow students to participate extensively in the management and services of the school's canteens, dormitories, libraries, teaching buildings, and campus environment. It also refers to contacting various units within the school to recruit students with excellent academic performance to participate in scientific and technological projects, acting as scientific research assistants, and undertaking tasks within their capabilities, such as collecting and organizing data, extracting specimens, analyzing tests, and operating computers. When developing work-study positions, attention should be paid to organically combining the professional knowledge learned by college students, social needs, and entrepreneurial opportunities. Based on the student's professional advantages and skills, we should actively develop positions closely integrated with their majors and conducive to their future development.

(3) Efforts to expand off-campus channels and provide students with more work-study opportunities

As students' demand for work-study positions increases and on-campus job spaces gradually become saturated, developing off-campus positions has become an important task. Therefore, it is necessary to actively guide college students in

carrying out external contacts and striving to realize the construction of work-study job bases. The school must co-construct with social enterprises and institutions to introduce the school's students from families with financial difficulties and strive to develop more social work-study positions for college students. Student assistant positions enable college students to work in the market

(4) Give play to the guiding role of work-study and encourage more students to participate in work-study activities

Work-study activities are an essential part of the current financial aid system for needy students in colleges and universities in the researcher’s country, a meaningful way to realize the concept of all-around education, and an essential part of promoting the construction of a harmonious campus. Work-study management should be regarded as an essential part of college students' ideological and political education, and work-study should be regarded as another classroom for cultivating the growth of college students. It is more convincing to let them immerse themselves in real life, feel life, experience life, and learn things not in books. Economic independence is a prerequisite for college students' independence. Work-study is conducive to shaping students' spirit of self-reliance and self-improvement, cultivating their self-esteem, self-love, and awareness of independence, allowing them to rely on their abilities to solve life problems and, at the same time, serve society. This is their first step towards self-reliance. Work-study activities should not only be limited to solving the economic problems of poor students. However, they should also be viewed from the perspective of both helping the poor and educating people, both helping the poor and supporting aspirations, giving full play to the educational function of work-study, so that the economy, students with difficulties can truly "center on learning and move toward all-round development."

***5.3.2.4 Effectively carry out volunteer service activities based on the actual situation of college students***

College student volunteer service refers to the total number of college students participating in various social service activities as volunteers. The volunteer service of college students in the researcher’s country is developed based on summarizing the traditional activities of learning from Lei Feng and drawing on the work experience of foreign volunteer organizations. When carrying out volunteer

service activities for college students, each school gradually builds a relatively complete volunteer service system to educate people, the community as the platform, demand as the guide, service as the means, and activity projects as the carrier. "Love activities", "enthusiastic actions", "green actions", "warmth projects", "sunshine projects", "respect for the elderly projects", "Learning from Lei Feng Dedication Day", "beautifying homes", and "scientific and technological cultural actions". In the form of community services, legal services, attention to "agriculture, rural areas and rural services", poverty alleviation, orphans and disabled, cultural and educational literacy, environmental protection, emergency rescue and disaster relief, maintenance of social security, and other social welfare activities, we have a down-to-earth and long-term contribution to society and others. Service, forming an excellent social custom of "helping others, improving oneself, serving the society, and promoting new trends". In order to promote the in-depth, sustainable, and healthy development of college student volunteer service, colleges and universities must pay attention to the following aspects when carrying out activities:

(1) Deepen the understanding of volunteer services and increase the intensity of dissemination

Go deep into college students to widely publicize the concept of volunteer service, choose different angles based on the characteristics of college students, and adopt a variety of publicity methods that students easily accept. Everything from the background and significance of volunteer service activities to the advanced individuals and collectives that emerged during the activities can be used as content for publicity. Through effective publicity, college students can further understand what youth volunteer activities are, how to become a volunteer, why to carry out volunteer activities, how to carry out volunteer activities, improve college students' awareness of volunteer service activities, and make more of college students participate in volunteer services, promoting the vigorous development of volunteer services. At the same time, colleges and universities should use TV stations, radio stations, ideological and political theory course teaching, posters, and hanging banners to widely publicize volunteer services and create a solid public opinion atmosphere conducive to volunteer services.

(2) Incorporate college student volunteer services into school education and training plans and improve the evaluation, assessment, and incentive mechanisms

Young college students are the new force in volunteer service, and colleges and universities are the main battlefields for volunteer service education. In order to normalize and standardize the volunteer service of college students, volunteer service can be included in the college student training plan, requiring college students to participate in volunteer service activities for a specific period during school, and making it one of the conditions for students to graduate. Scientific quantitative evaluation standards and assessment methods are an essential symbol of the scientificization of college student volunteer services. The performance of college student volunteer services should be objectively evaluated based on service time, service quality, and the evaluation of service objects. Specifically, the participation of college students in voluntary services should be included in the development of student party members and the cultivation of party activists, and it should be included in the comprehensive evaluation of college students. At the same time, we must boldly learn from the successful experiences of foreign volunteer services. Many countries regard youth volunteer activities as essential to cultivating high-quality students and have clear and strict assessment standards, judging from international experience.

(3) Build a long-term mechanism for college student volunteer service and promote the sustainable development of college student volunteer service work

The long-term mechanism for college student volunteer services is a set of working systems for recruiting, training, managing, and rewarding young student volunteers. The first is to establish a standardized volunteer recruitment mechanism, recruit volunteers from various aspects, and establish a volunteer team with a certain level of service, a solid work attitude, full of love, and a strong sense of responsibility, which is very important for carrying out volunteer activities. This is the basis for doing an excellent job in volunteer service for college students. Therefore, it is necessary to improve its organizational recruitment mechanism to allow more young college students to participate in the volunteer service team. The second is to standardize and effective training mechanisms. The training mechanism is introduced in college student volunteer service activities. The purpose is to establish

corresponding training institutions. After recruiting volunteers, relevant training will be conducted for volunteers and organizational management cadres according to the needs of volunteer service work. On-the-job training, in the exchange practice of training, college student volunteers can further establish correct service concepts to enhance interpersonal communication skills and improve the volunteers' various abilities and qualities. The third is to improve the project operation mechanism. During the operation of volunteer activity projects, all links of planning, evaluation, command, coordination, implementation, operation, control, regulation, and evaluation must be grasped. The fourth is to formulate a reasonable evaluation and reward mechanism. In order to reflect the effect and value of volunteer activities, college student volunteer activities must be evaluated and rewarded, thereby stimulating volunteers' enthusiasm for activities and promoting the long-term development of university volunteer services. The fifth is to improve the social service guarantee mechanism. Developing college student youth volunteer services requires support and help from all aspects of society. We must continue to strengthen college student youth volunteer services.

We will establish various guarantee mechanisms to promote the healthy and orderly development of college student volunteer activities.

**5.3.3 Innovation in methods and methods: Adhere to the combination of theory and practice and explore the path of practical education for college students**

***5.3.3.1 Combining practical education with the teaching of ideological and political theory courses to enhance the effectiveness of the practical teaching of ideological and political theory courses for college students***

(1) Strengthening the practical education of ideological and political theoretical courses is necessary to promote reforming ideological and political theoretical courses in colleges and universities.

Theory without practice is empty, and practice without theoretical guidance is blind. Today's Chinese society is an unprecedentedly open society. Economic globalization, information networking, cultural diversification, reform, and competition have entirely changed traditional society's slow development and

sluggish change. Ideological and political theory courses in colleges and universities should continue to improve in the competition. Reform, develop, study new situations, and solve new problems. Due to various reasons, for a long time, the course content and teaching methods of ideological and political theory courses for college students in the researcher’s country have been incompatible with social needs and the development of the objective situation. For example, they focus on traditional and monotonous teaching, ignore cultivating students' abilities, and lack the theoretical infusion of teaching interaction. Teachers often adopt the rigid teaching model of "one piece of chalk, one mouth, and staring at the lesson plan to read it to the end, " making Students feel that the content of ideological and political theory courses is boring. The monotonous methods seriously affect ideological and political theory education and teaching effectiveness in colleges and universities. The "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" issued by the Central Committee of the Communist Party of China and the State Council clearly stated that ideological and political theory courses in colleges and universities are the main channel for ideological and political education for college students. It is necessary to connect the ideological reality of college students, combine imparting knowledge with ideological education, combine theoretical arming with practical education, effectively reform teaching content, reform teaching methods, and improve teaching methods. The key to the teaching reform of ideological and political theory courses is to improve the quality of teachers, strengthen the content construction of teaching materials, and focus on the innovation of educational and teaching methods. Combining theory with practice is fundamental to teaching ideological and political theory courses. The theory should solve problems existing in real life. In order to prove the scientific nature of the theory, it must be practiced. Without practice, there is no object for theory to explain and no standard to prove theory. Only through close contact with social reality can students' interest in and identification with ideological and political theory courses be improved. Only through practical teaching can students further Understand the theory, enrich the theory, and recognize the theory, making social practice an intuitive teaching link and a realistic teaching situation. Then, institutionalize and standardize the practical activities of ideological and political theory course teaching and promote the teaching

content and teaching of ideological and political theory courses. The reform of methods and teaching methods has gradually formed a new practical education model for ideological and political theoretical courses.

(2) Strengthening the practical education of ideological and political theory courses is necessary to promote the formation of college students' correct ideals and beliefs.

Ideological and political theory courses are the main channel for ideological and political education for college students. The subject nature of ideological and political theory courses requires teachers to guide students to establish communist beliefs and socialist beliefs by teaching ideological and political theory courses to college students. Build confidence in reform, opening up, and enhancing trust in the party and government. The in-depth development of reform and opening up has brought gratifying changes to China's economic, political, and cultural construction. While positively impacting people's ideas and value orientations, it has also objectively caused much confusion among students. These confusions and doubts cannot be entirely solved by theoretical indoctrination in the classroom alone. This requires that through social practice education, concrete and vivid facts be used to enable these young college students, who have little contact with society and lack objective analysis and understanding of society, to go out of school, go into society, and go deep into real life, so that they can understand both socialist construction and socialist construction. The outstanding achievements will also objectively show the imbalance of social development caused by various reasons. The practice has enabled them to understand society's expectations for college students deeply. At the same time, they also feel that there is a long way to go, thus enhancing their strong sense of responsibility to serve the country and dedicate themselves to the cause of motherland construction. By participating in social practice education activities, through visits and inspections, and through participating in topic research, we can personally experience the tremendous changes that have taken place in the country since the reform and opening up, and understand the correctness of the theory, program, line, principles, and policies of the Communist Party of China, thereby helping college students form correct ideals and beliefs. We must adhere more closely to the Party's "Four" Basic Principles and more firmly believe in the determination to follow the path of

socialism with Chinese characteristics. We must clearly understand that the positive effects of this practical education and teaching method are close to life, close to the times, and close to students. The traditional ideological and political theory classroom indoctrination model cannot achieve results.

(3) Combine practical education with self-education to improve college students' self-education ability

Practical education for college students is in line with the principle of practice first in Marxist epistemology. It refers to organizing and guiding college students to actively participate in various social practice education activities actively, thereby continuously improving their political and ideological awareness and cognitive ability. Regarding self-education, the famous Soviet educator Suhomlinsky once pointed out: "It is inconceivable for individual education to be separated from self-education, so for individual education, self-education is the more dominant aspect. The real education is self-education. Education." College students' "self-education is the education process that the subject self consciously implements to the object self by social requirements." It is an individual college student. College students' most common forms of participation in shaping their ideological and moral character are self-conscious ideological transformation and behavioral control activities. That is to use self-awareness to think independently about one's behavior, and then make self-evaluation, affirm correct thoughts and behaviors, and deny wrong thoughts and behaviors. In the socialization process, college students are both the object and the subject of education. Strengthening self-education is an effective way for college students to develop and improve themselves continuously.

(4) Carrying out practical education activities is an effective way for college students to educate themselves.

"The self-education of college students is a process that relies on the contradictory movement of their thoughts, consciously accepts advanced ideas and correct theories, and overcomes wrong ideas and destructive behaviors. Therefore, self-education must be infiltrated into social practice according to different situations. The two Social practice education activities enable college students to broaden their horizons and ideas, understand the national conditions and people's conditions, understand their social responsibilities, test the knowledge they have learned, better

combine theory and practice, and provide college students with a better ideological The transformation of students provides a variety of opportunities, and connects their own ideological reality and classroom learning reality to conduct self-reflection and self-criticism, establish dialectical materialist ideas, consciously transform the worldview, and establish scientific values and outlook on life. At the same time, social practice education activities can help college students find their role in society, make their understanding of self-worth more realistic, achieve consistency between subjectivity and objectivity, and better realize self-education, self-shaping, and self-improvement.

(5) Actively guide college students to cultivate the ability of self-education in practice

Practice is the primary way human beings understand and transform the world. Ability is formed and developed in practice. To organize and lead

Guide students to understand practice, participate in practice, go deep into practice, take the path of integration with practice, and cultivate and develop universities in practice Students' self-education ability. The core of college students' self-education ability is "introspection", a self-education awareness. "Introspection" means being guided by the Marxist scientific worldview and outlook on life and using socialist moral norms to constantly and consciously evaluate, reflect, and spur oneself. That is, "*I examine myself three times a day*." "Introspection" means carrying out positive criticism and self-criticism, and "introspection" means being able to deal with complex social living environments and interpersonal relationships. Learn to distinguish between good and evil, beauty and ugliness, right and wrong, and be good at learning other people's advanced ideas and excellent qualities. Only with the above self-education ability will college students consciously accept the influence of education, effectively carry out the contradictory movements within their thoughts, and constantly realize that the unity of "internalization" and "externalization" constantly expands the field of practice and research new methods of practice, so that students can fully develop their talents, develop good self-education habits, and improve college students' self-education capabilities.

***5.3.3.2 Combine practical education with professional learning to enhance college students' professional awareness***

The combination of practical education and professional learning means that practical education activities for college students should be organized around professional learning tasks, consciously strengthen the penetration and application of professional knowledge, stimulate and cultivate students' professional interests, and enable college students to improve their ideological and political education in practice. Quality, developing professional skills, enhancing college students' professional awareness, enhancing social adaptability, and combining theory with practice. On the one hand, professional knowledge is used in practice and guides practice; on the other hand, professional knowledge is consolidated in practice, gaps are found, and one's shortcomings are discovered. The current status of professional development and the direction of efforts are clarified, and students' subjectivity and enthusiasm are fully utilized in practical education activities. and creativity. Practical education activities should consider integrating with the majors studied by college students. This can not only enable college students to apply the professional knowledge they have learned to practice, serve practice, and establish solid professional ideas but also test the level and ability of college students in practice. , allowing students to carry out professional practice under the guidance of professional teachers, thereby closely integrating teachers' scientific research, student's professional learning, and practical education, further deepening the function of practical education, and enabling college students to experience practical education and contact with workers and peasants Learn the joy, value, and status of the profession in society, and enhance professional self-confidence and professional honor. Promote the unity of purpose, education, service, and effectiveness of practical educational activities. When organizing practical education activities, colleges and universities should carry out professional practical activities based on the professional characteristics of students in selecting activity projects and determining the specific content of the activities so that students can apply what they have learned, apply book knowledge into practice, and serve the society and Consolidate professional knowledge in the process of serving others,

deepen the understanding and mastery of professional theoretical knowledge, and build a platform for the improvement of professional abilities. At the same time, attention should be paid to selecting different practical topics according to the students' majors. For example, students in standard colleges can combine their professional characteristics and organize students to conduct social surveys to understand the development situation of the researcher’s country's education industry, clarify the status and role of their majors in the implementation of the strategy of rejuvenating the country through science and education, and gradually establish a role for education in the motherland—the lofty thought of dedication to the cause.

(1) Combine practical education with campus culture construction to cultivate a practical education atmosphere for college students

College campus culture is an essential carrier of practical education for students. It can combine explicit education with implicit education, conscious education with unconscious education, and external education with self-education. Strengthening the construction of campus culture can Promote the development of practical education activities for college students. Efforts should be made to build campus culture and cultivate an atmosphere for practical education among college students. Since practical education has comprehensive and systematic characteristics, it requires a corresponding atmosphere and environment. Campus culture helps to develop a practical education atmosphere. As Canadian educator Professor Stephen Leacock said: “What is truly valuable to college students is the life and environment around them.” Therefore, colleges and universities should strive to “build schools that reflect the characteristics of socialism, the characteristics of the times, and the Distinctive campus culture, forming an excellent school spirit, teaching style, and study style," Strengthen the cultural quality education of college students, carry out colorful and upbeat academic, scientific and technological, sports, culture, art, and entertainment activities for students, and build a building with patriotism as the core The central theme, campus culture with socialist culture and excellent national culture as the main body, make it another stage for practical training, learning and improvement for the majority of students outside the classroom. At the same time, it should be organically integrated with the school's moral education, intellectual education, sports, and aesthetic education, pay attention to the construction of the

campus humanistic environment and natural environment, enhance college students' understanding of the relationship between culture, knowledge, and practice in a rich and colorful campus cultural environment, and improve students' Ideological and political quality promotes the coordinated development of students' knowledge, quality and ability, and creates a practical solid education atmosphere so that students can be enlightened ideologically, cultivate their sentiments, improve their quality and sublimate their spirit.

(2) Build campus material culture and cultivate students' noble sentiments.

The material culture of college campuses is the foundation on which campus culture depends and the most direct materialized expression. "It is the most basic material carrier and external symbol of campus culture," mainly includes all campus buildings, teaching and production equipment, cultural facilities, living facilities, cultural landscapes, natural ecological environment, and the community environment where the campus is located. **Regional cultural environment**. The cultural atmosphere is reflected in the space where people move around on campus. Although campus material culture is the surface layer of campus culture, it has the functions of optimizing the campus environment, adjusting the mentality of teachers and students, and integrating education into the scenery. It is the material support for a school's campus image and spiritual outlook. Campus material culture is a silent educational orientation, an essential part of campus culture construction, and the basis for the existence and development of campus culture. It uses unique symbols to implicitly instill specific ideas and value orientations into people. When students step onto the broad steps in front of the library, they will have the sacred feeling of entering the academic palace. When students stroll along the campus's tree-lined avenues and see statues one after another, they will be inspired by their great images. Numerous students are exposed to the campus cultural environment.

The tree-lined campus roads, winding green corridors, green garden squares, and the colorful fragrance of flowers in all seasons make students feel comfortable physically and mentally and cultivate their spirits. Personality is sublimated. These unique silent campus attractions not only play a role in beautifying the campus environment but also purify and sublimate the sentiments of college

students. It can be said that silence is better than sound. Therefore, colleges and universities must follow the requirements of scientific management of campus cultural environment and focus on campus layout, "architectural sculpture style, campus greening and beautification, environmental sanitation, and various campus cultural activity venues and facilities. In particular, campus greening and Beautify the landscape, gardens, and roads of the campus to achieve a harmonious unity of use function, aesthetic function, and educational function so that every wall, every green space, and every corner of the school becomes a teacher who can "talk" and enable students to Be infected and influenced anytime and anywhere, and subtly improve humanistic quality." Enhance the sense of identity with the campus's material and cultural environment.

## 5.4 Implementation for Future Research

### 5.4.1 Implementation Methods of Practical Education

School-enterprise cooperation is one of the essential implementation methods of practical education. Schools cooperate with enterprises to jointly formulate talent training plans, set up curriculum systems, and carry out practical teaching activities. These activities can enable students to understand professional requirements, improve practical abilities, and enhance employment competitiveness in actual work environments.

Establishing practical teaching bases inside and outside schools is another important measure for practical education. Schools can establish practical teaching bases such as laboratories and training rooms on campus based on professional characteristics and, at the same time, cooperate with off-campus companies to establish off-campus practical teaching bases to provide students with abundant practical opportunities.

Vigorously carry out innovation and entrepreneurship education, an extension of practical education. Schools can stimulate students' innovative spirit, cultivate their entrepreneurial abilities, and cultivate more innovative talents for society by offering innovation and entrepreneurship courses, holding innovation and entrepreneurship competitions, and setting up innovation and entrepreneurship funds.

### 5.4.2 Future Development of Practical Education

**The application of virtual reality technology**. With the development of virtual reality technology, its application prospects in practical education are broad. Through virtual reality technology, students can perform practical operations in a virtual environment, simulate real work scenarios, and improve the effectiveness of practical teaching. At the same time, virtual reality technology can also reduce practical teaching costs and improve teaching efficiency. Artificial intelligence-assisted teaching and artificial intelligence technology are increasingly used in education. In the future, artificial intelligence can provide personalized learning plans and coaching suggestions for practical teaching by analyzing large amounts of data. In addition, artificial intelligence can also assist teachers in teaching management, reduce their work burden, and improve teaching quality.

Integration of interdisciplinary practical education. In the future, practical education will pay more attention to interdisciplinary integration. Schools can offer interdisciplinary practical courses to guide students to apply knowledge from different disciplines into practice and cultivate their ability to solve complex problems. At the same time, the school can cooperate with multiple companies to provide students with diverse practical opportunities.

Therefore, the future implementation and application of practical education research is a complex and systematic project that requires the joint efforts of governments, schools, enterprises, and all sectors of society. The government should increase policy support and financial investment in practical education; schools should actively promote practical teaching reform and strengthen school-enterprise cooperation and innovation and entrepreneurship education; companies should actively participate in practical teaching activities and provide internship opportunities and training resources; all sectors of society should pay attention to and support the development of practical education. Only in this way can we cultivate more talents with practical ability, innovative spirit, and entrepreneurial ability and contribute to the sustainable development of society.

## 5.5 Suggestions for Future Research

### 5.5.1 Goals of Future Research and Practice Education

With the continuous development of society, education, as an essential cornerstone of national development, has become increasingly important. However, the current education system still has problems, such as the disconnect between theory and practice and the uneven distribution of educational resources. Therefore, this article aims to explore the development direction of future research on practical education and put forward some feasible suggestions. Future research and practice education goals should focus on cultivating students' innovative spirit and practical ability while also paying attention to students' individual development needs. Specifically, future research and practice education should focus on the following aspects: First, cultivate students' innovative spirit: Innovation is an essential driving force for social progress. Future research and practice education should focus on cultivating students' innovative thinking and abilities and encourage students to Discover and solve problems in practice. Second, improve students' practical ability: Practical ability is an essential foundation for future career development. Future research and practical education should focus on improving students' practical and hands-on abilities to master practical skills in practice. Third, pay attention to students' personalized development needs: Each has characteristics and advantages. Future research and practice education should pay attention to students' personalized development needs, provide students with more flexible education methods, and fully tap students' potential.

### 5.5.2 Implementation Suggestions for Future Research and Practice Education

In order to achieve the goals of future research and practice education, the following are some feasible implementation suggestions: First, build a diversified education system: The future education system should be a diversified system, including school education, family education, social education, self-education, and many other forms. Through a diversified education system, the individual development needs of different students can be met, and the quality of students' comprehension can be improved. Second, introduce the "research-based learning"

model: future research practice education should focus on students' research-based learning. By carrying out research-based learning through independent learning, independent inquiry, and independent innovation, students can better master knowledge and skills and improve their innovation and practical abilities. Third, strengthen school-enterprise cooperation: Future research and practice education should strengthen school-enterprise cooperation to provide students with more practical opportunities. Schools can cooperate with enterprises to carry out practical teaching, jointly develop practical teaching courses and teaching resources, and improve students' practical ability and employment competitiveness. Fourth, a complete evaluation system: Future research and practice education should establish a complete evaluation system, including evaluating students' knowledge, skills, practical abilities, and comprehensive quality. Through the scientific evaluation system, we can better understand students' learning and development status and provide more accurate guidance for students' personalized development. Strengthen the construction of the teaching team: A high-quality teaching team must support future research and practice education. Schools should strengthen the training and introduction of teachers, improve teachers' professionalism and practical ability, and provide students with better education and teaching services.

In short, the future development of research and practice education needs to focus on cultivating students' innovative spirit and practical ability and pay attention to students' individual development needs. By building a diversified education system, introducing a "research-based learning" model, strengthening school-enterprise cooperation, establishing a complete evaluation system, and strengthening the construction of teachers, we can better promote the development of future research and practice education. At the same time, we must continue exploring, practicing, constantly improving, and developing the concepts and models of future research and practice education.

## 5.6 Limitations of the Study

5.6.1. This study is a case study of the summer social practice of college students at Guangxi University of the Arts. It cannot reflect the general characteristics of summer social practice for college students nationwide.

5.6.2 This study focuses on the current situation investigation and problem analysis, and the analysis of the reasons behind the problems of summer social practice for college students needs to be further in-depth.

5.6.3 The idea proposed at the end of the article cannot be analyzed in detail due to limited personal professional knowledge.

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# APPENDICES

## Appendix 1

## Questionnaire on the Current Situation of Summer Social Practice for College Students

Dear classmates:

Hello! Thank you very much for taking the time to fill out this questionnaire! It is anonymous, so your privacy will not be compromised. Please feel free to fill it out. Thank you again for your support!

Please tick "√" the option you think is appropriate

**1. Your College:** **Major:**

**2. Which category does your first-level professional subject belong to:**

A Music and Dance Category, B Art Design Category

**3. Your grade:**

A Freshman B Sophomore C Junior

**4. Have you ever been or currently serve as a student leader:**

A. Serve as a cadre of the student union of the school, cadre of the Youth League Committee and Student Union, cadre of the society, cadre of the class

B. no

**5. How much emphasis does your college attach to summer social practice?**

A. Take it very seriously. B. Take it relatively seriously. C. Average

D. Do not take it seriously.

**6. Does your college provide financial support for the summer social practice activities you participate in?**

A. Yes, the funding is sufficient

B. Yes, the funding is average

C. Yes, the funding is minimal

D. No funding

**7. Will your college conduct publicity and mobilization before launching summer social practice activities?**
A. Yes, every year B. Occasionally C. No D. Do not know

**8. What is the theme of summer social practice activities?**
A. Given by the school or college B. Suggested by the instructor
C. Students choose independently

**9. Does your college strictly review summer and semester social practice application projects?**
A. Very strict B. Somewhat strict C. Average D. Not strict
E. Very loose

**10. Will your college or school provide instructors for students participating in social research?**
A. No B. Yes, only 1 digit C. Yes, 2 digits and above

**11. Will your college train students and instructors before launching summer social practice?**
A. All train B. Only train students C. Only train teachers D. None
E. Do not know

**12.Do you think participating in social practice activities is meaningful?**
A. Significant B. Make sense C. A little D.Meaningless

**13.What do you think are the benefits for college students to participate in social practice activities:**
A. Consolidate classroom knowledge and improve professional skills.
B. Understand social and people's livelihood and enhance national sentiments.
C. Improve comprehensive ability
D. Cultivate willpower and promote the unity of knowledge and action

**14. Do you think college students must participate in social practice activities:**
A. It is not necessary; classroom learning is the most important
B. It is necessary, but classroom learning is more critical than social practice
C. It is necessary, and social practice is more important than classroom learning
D. It is necessary, and social practice is equally important as classroom learning

**15. Your primary motivation for participating in social practice activities is:**
A. Get credits B. Improve yourself C. Contribute to society
D. Obtain economic income

**16. Where did you conduct summer social practice activities?**
A. Urban communities B. Rural areas C. Enterprises
D. Practical base for long-term cooperation between colleges and departments

**17. Which of the following types of summer social practice activities did you participate in? (answer more than one choice)**
A. Policy propaganda B. Cultural propaganda C. Educational assistance D. Artistic performances E. Social research F. Employment internship (including work-study program)

**18. In what form do you participate in summer social practice activities:**
A. Participate in the social practice team established by the school/department
B. Form your team for practice C. People practice alone

**19. How long was your practice?**
A.Unless 7 days B.7-10 days C.11-15days D.16-20days E.21-29days
F.More than 30days

**20. What role do you play in the practice team of the school/department project:**
A. Team core leader B. Team leader C. Ordinary participants

**21. Are the social practice activities of your spontaneous team supported by the school:**
A. venue support B. financial support, C. consulting and guidance support
D. Supported by two or more of the above E. No, self-funded

**22. Has your practice team been commended by the province, city/school as an "Excellent Practice Team"?**
**Team":**
A. Yes B. No

**23. In what form did you obtain practical opportunities through your social practice?**
A. Contact yourself B. Recommendation from relatives and friends
C. Recommendation from teacher

**24. How do you think you performed during practice:**
A. Be proactive B. Follow the arrangements C. Show up and do not do anything
D. Did not practice it, just stamped it

**25. Do you think participating in summer social practice activities will impact your future career plans?**

A. Influential. Get to know the society and know what job you are suitable for.

B. The time is too short and has no impact

C. It has an impact, but not much

**26. What aspects of your abilities have improved by participating in summer social practice activities? (answer more than one choice)**

A. Research and analysis ability B.Organization and coordination ability

C. Interpersonal skills D. Psychological endurance

E. Teamwork ability F. Professional knowledge and skills G. Ability to solve practical problems

# Appendix 2

## Interview Outline (Teacher)

**The primary content of the interview**

1. Do you know about your students' participation in social practice? Do you think college students must participate in social practice activities?

2. What is the enthusiasm of students to participate in social practice? What do you think are the factors that affect students' enthusiasm for participating in social practice?

3. Based on your observation, have there been any changes in students' participation in social practice activities before and after? What changes have occurred (such as understanding national, social, and public conditions, interpersonal communication, and teamwork)?

4. What do you think are the significance and role of school social practice work? What are the achievements and shortcomings of school social practice work?

5. Do you think providing ideological and political education to college students through social practice activities is feasible?

# Appendix 3

## Interview Record Form (Teacher)

访谈实录一：工作人员 访谈表

| 访谈对象 | 学校团委工作人员 |
|---|---|
| 访谈方式 | 2023年9月15日 |
| 访谈时间 | 面谈 |

**问题1**：您是否了解您学生参加社会实践的情况？您认为大学生参加社会实践活动是否有必要？
**答**：了解，我认非常有必要。

**问题2**：学生参加社会实践的积极性如何？ （党员、学生干部、其他同学是否有不同？ ）
**答**：整体来讲学生参加社会实践的积极性一般，学生干部比普通的同学积极性高。

**问**：您认为影响学生参加社会实践积极性的因素有哪些？
**答**：我认为是实践收获不明确。学生不清楚通过参与社会实践能获得什么样的知识、技能或经验，所以影响他们的积极性。

**问题3**：就您的观察来看学生参加社会实践活动前后是否有变化？具体有哪些变化？
**答**：有变化的。比如团队合作方面，参加前，学生对团队合作的理解可能停留在理论层面。参与实践后，他们在完成共同目标的过程中，学会分工协作、相互支持和包容。

**问题4**：您觉得学校社会实践工作的意义和作用有哪些？学校社会实践工作有哪些成绩和不足？
**答**：我觉得社会使劲可以促进学生的全面发展。有助于培养学生的实践能力、创新思维、解决问题的能力，使学生不仅在理论知识上有积累，更在实际操作中得到锻炼，成为综合素质全面发展的人才。不足方面，评价体系还不完善。对学生实践成果的评价不够科学、全面，难以准确反映学生的实际表现和成长。

**问题5**：您认为通过社会实践活动来对大学生进行思想政治教育是否可行？
答：可行。因为他不仅让大学生在亲身体验中深化对思想政治理论的理解，还可以增强学生社会责任感和使命感，从而加强学生的思想教育。

访谈对象签字：陆辉

# 访谈实录二：工作人员 访谈表

| 访谈对象 | 学工部工作人员 |
| --- | --- |
| 访谈方式 | 面谈 |
| 访谈时间 | 2023年9月16日 |

**问题1：**您是否了解您学生参加社会实践的情况？您认为大学生参加社会实践活动是否有必要？
**答：**了解，有必要。

**问题2：**学生参加社会实践的积极性如何？（党员、学生干部、其他同学是否有不同？）
**答：**积极性一般。党员和学生干部积极性比较高，普通同学比较差一点。

**问题3：**您认为影响学生参加社会实践积极性的因素有哪些？
**答：**可能是缺乏激励机制吧。学校没有健全的激励措施，比如荣誉奖励、实习机会等，学生可能觉得参与的动力不足。

**问题4：**就您的观察来看学生参加社会实践活动前后是否有变化？具体有哪些变化？
**答：**有变化。比如团队合作和社会责任感方面。在社会责任感方面，参加实践活动后，学生亲身体验到社会中的各种问题，会激发他们的社会责任感，更愿意为社会的改善贡献自己的力量。例如，参与环保活动后，更加注重日常生活中的环保行为。

**问题5：**您觉得学校社会实践工作的意义和作用有哪些？学校社会实践工作有哪些不足？
**答：**我觉得可以增强学生的社会责任感。参与社会实践可以让学生了解到现实社会，更加关注社会问题，培养学生的社会责任感和使命感，激发他们为社会做出贡献的意愿。比如参与公益活动，帮助弱势群体，使学生更加关心社会的公平正义。不足方面应该是教师指导方面不足。

**问题6：**您认为通过社会实践活动来对大学生进行思想政治教育是否可行？
**答：**可行的，因为参加社会实践活动有助于培养大学生的正确价值观。在社会实践中，他们会接触到各种不同的人和事，能够更清晰地分辨是非善恶，树立起正确的价值取向。比如，参与公益活动时，感受到奉献带来的快乐，从而更加珍视善良、友爱等价值。

访谈对象签字：王常侑

访谈实录三：工作人员访谈表

| 访谈对象 | 学校教务处工作人员 |
| --- | --- |
| 访谈方式 | 面谈 |
| 访谈时间 | 2023年9月20日 |

**问题1：**您是否了解您学生参加社会实践的情况？您认为大学生参加社会实践活动是否有必要？
**答：**了解，我认为很有必要。

**问题2：**学生参加社会实践的积极性如何？（党员、学生干部、其他同学是否有不同？）
答：学生参加社会实践的积极性一般。相对来说党员和学生干部的积极性比较高，普通同学没有那么高。

**问题3：**您认为影响学生参加社会实践积极性的因素有哪些？
**答：**一是缺乏相应的激励机制， 二是社会认可度低。学校没有建立健全的激励措施，评优名额少，学生参与评优的机会，所以学生参与积极性不高。再者，社会对学生社会实践的重视程度不够，实践成果难以得到广泛认可和应用，这也会降低学生的积极性。如，学生参与的社区服务项目，没有得到社区居民的积极反馈和肯定。

**问题4：**就您的观察来看学生参加社会实践活动前后是否有变化？具体有哪些变化？
**答：**有变化。比如团队合作和社会责任感方面。在社会责任感方面，参加实践活动后，学生亲身体验到社会中的各种问题，会激发他们的社会责任感，更愿意为社会的改善贡献自己的力量。参与环保活动后，更加注重日常生活中的环保行为。

**问题5：**您觉得学校社会实践工作的意义和作用有哪些？学校社会实践工作有哪些不足？
**答：**我觉得可以增强学生的社会责任感。参与社会实践可以让学生了解到现实社会，更加关注社会问题，培养学生的社会责任感和使命感，激发他们为社会做出贡献的意愿。比如参与公益活动，帮助弱势群体，使学生更加关心社会的公平正义。不足方面应该是教师在实践过程中的指导不够专业和及时，影响学生实践效果。

**问题6：**您认为通过社会实践活动来对大学生进行思想政治教育是否可行？
**答：**是可行，因为参加社会实践活动能够提高大学生的政治参与意识。通过参与基层民主管理、政策宣传等活动，了解国家的政治制度和运行机制，增强对国家政治生活的关注和参与。同时，促进大学生的自我教育和自我提升。在实践中遇到困难和挑战时，学生需要依靠自身的思想觉悟和道德品质去应对和解决，这一过程就是自我教育和成长。

访谈对象签字：

## 访谈实录三：工作人员访谈表

| 访谈对象 | 学校教务处工作人员 |
| --- | --- |
| 访谈方式 | 面谈 |
| 访谈时间 | 2023年9月20日 |

**问题1：**您是否了解您学生参加社会实践的情况？您认为大学生参加社会实践活动是否有必要？
**答：**了解，我认为很有必要。

**问题2：**学生参加社会实践的积极性如何？（党员、学生干部、其他同学是否有不同？）
答：学生参加社会实践的积极性一般。相对来说党员和学生干部的积极性比较高，普通同学没有那么高。

**问题3：**您认为影响学生参加社会实践积极性的因素有哪些？
**答：**一是缺乏相应的激励机制， 二是社会认可度低。学校没有建立健全的激励措施，评优名额少，学生参与评优的机会，所以学生参与积极性不高。再者，社会对学生社会实践的重视程度不够，实践成果难以得到广泛认可和应用，这也会降低学生的积极性。如，学生参与的社区服务项目，没有得到社区居民的积极反馈和肯定。

**问题4：**就您的观察来看学生参加社会实践活动前后是否有变化？具体有哪些变化？
**答：**有变化。比如团队合作和社会责任感方面。在社会责任感方面，参加实践活动后，学生亲身体验到社会中的各种问题，会激发他们的社会责任感，更愿意为社会的改善贡献自己的力量。参与环保活动后，更加注重日常生活中的环保行为。

**问题5：**您觉得学校社会实践工作的意义和作用有哪些？学校社会实践工作有哪些不足？
**答：**我觉得可以增强学生的社会责任感。参与社会实践可以让学生了解到现实社会，更加关注社会问题，培养学生的社会责任感和使命感，激发他们为社会做出贡献的意愿。比如参与公益活动，帮助弱势群体，使学生更加关心社会的公平正义。不足方面应该是教师在实践过程中的指导不够专业和及时，影响学生实践效果。

**问题6：**您认为通过社会实践活动来对大学生进行思想政治教育是否可行？
**答：**是可行，因为参加社会实践活动能够提高大学生的政治参与意识。通过参与基层民主管理、政策宣传等活动，了解国家的政治制度和运行机制，增强对国家政治生活的关注和参与。同时，促进大学生的自我教育和自我提升。在实践中遇到困难和挑战时，学生需要依靠自身的思想觉悟和道德品质去应对和解决，这一过程就是自我教育和成长。

访谈对象签字：

# 访谈实录四：指导老师_____访谈表

| 访谈对象 | 社会实践指导老师 |
| --- | --- |
| 访谈方式 | 面谈 |
| 访谈时间 | 2023年9月23日 |

**问题1：**您是否了解您学生参加社会实践的情况？您认为大学生参加社会实践活动是否有必要？
**答：**有了解，我认为学生很有必要参与社会实践活动。

**问题2：**学生参加社会实践的积极性如何？（党员、学生干部、其他同学是否有不同？）
**答：**整体积极性一般。党员和学生干部的积极性比较高，普通同学没有那么高。

**问题3：**您认为影响学生参加社会实践积极性的因素有哪些？
**答：**我认为这与学习的激励机制有关。学校激励措施不太健全，学生参与评优的机会不均等，所以学生参与积极性不高。第二个呢，还有就是一些社会实践的内容比较单调、枯燥，有时候与学生的兴趣和专业相关性不大，学生可能不太喜欢。比如，一些简单重复的体力劳动类实践，无法激发学生的积极性。

**问题4：**就您的观察来看学生参加社会实践活动前后是否有变化？具体有哪些变化？
**答：**学生参加前后是有变化的。比如团队合作方面。参加前，学生对团队合作的理解可能还不太理解怎么进行团队合作，参与社会实践后，他们在一起完成共同目标的过程中，学会了分工、协作、相互帮助，体验了团队的力量，理解了团队精神，所以这个是很明显的一个变化。

**问题5：**您觉得学校社会实践工作的意义和作用有哪些？学校社会实践工作有哪些不足？
**答：**我觉得可以增强学生的社会责任感。参与社会实践可以让学生了解到现实社会，更加关注社会问题，培养学生的社会责任感和使命感，激发他们为社会做出贡献的意愿。比如参与公益活动，帮助弱势群体，使学生更加关心社会的公平正义。不足方面是评价体系还不完善，难以准确反映学生的实际表现和成长。

**问题6：**您认为通过社会实践活动来对大学生进行思想政治教育是否可行？
**答：**是可行的，因为参加社会实践活动能够培养学生们的爱国主义教育。在学生实践中，学生深入了解祖国的历史文化、地理风貌和社会现状，激发他们对祖国的热爱之情。例如，参加爱国主义教育基地的实践活动，聆听英雄事迹，感受先烈们的爱国精神。

访谈对象签字：邓秀菁

# 访谈实录五：指导老师 访谈表

| 访谈对象 | 社会实践指导老师 |
| --- | --- |
| 访谈方式 | 面谈 |
| 访谈时间 | 2023年9月19日 |

**问题1：**您是否了解您学生参加社会实践的情况？您认为大学生参加社会实践活动是否有必要？
**答：**了解，我认为学生很有必要参与社会实践活动。

**问题2：**学生参加社会实践的积极性如何？（党员、学生干部、其他同学是否有不同？）
**答：**一般。学生干部的积极性比较高。

**问题3：**您认为影响学生参加社会实践积极性的因素有哪些？
**答：**我认为这与学校宣传推广不足有关。学校对社会实践活动的宣传不够全面、深入，导致学生对活动的了解有限，不知道有适合自己的项目，学生也不知道参加社会实践有什么好处，这些都影响学生参与的积极性。

**问题4：**就您的观察来看学生参加社会实践活动前后是否有变化？具体有哪些变化？
**答：**有变化的。我认为学生解决问题的能力方面有变化。学生参加前，面对问题可能依赖他人帮助或者逃避，通过社会实践后，学生们学会独立思考，运用多种方法解决问题。在组织社区活动时遇到各种突发状况，能够冷静应对并妥善解决。

**问题5：**您觉得学校社会实践工作的意义和作用有哪些？学校社会实践工作有哪些不足？
**答：**我觉得可以培养学生的职业素养。学生通过参加社会实践，他们可以提前了解不同职业的工作内容和要求，有助于学生明确职业规划，培养职业素养和职业道德。如果学生在企业进行实习，学生能体会到职场的工作氛围和职业规范经费方面支持不足。

**问题6：**您认为通过社会实践活动来对大学生进行思想政治教育是否可行？
**答：**那是肯定的，因为参加社会实践活动能够培养学生社会责任感。学生通过参加社会实践活动了解社会问题，认识到自己作为社会成员的责任和义务，激发他们为解决社会问题贡献力量的决心。例如参与贫困地区的帮扶活动，看到贫困群众的生活状况，增强为消除贫困、促进社会公平而努力的责任感。

访谈对象签字：陈琳

# Appendix 4

## Factor Analysis Table of Survey Questionnaire

| | Ingredient | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Communality |
| Q1 | 0.055 | -0.092 | 0.045 | 0.074 | -0.092 | -0.107 | 0.764 | -0.056 | -0.163 | 0.14 | 0.091 | 0.68 |
| Q2 | 0.133 | -0.206 | -0.025 | -0.223 | -0.024 | 0.042 | -0.021 | 0.61 | 0.307 | 0.07 | -0.058 | 0.588 |
| Q3 | 0.694 | 0.03 | -0.11 | -0.035 | -0.089 | 0.1 | 0.027 | 0.234 | -0.191 | -0.213 | -0.005 | 0.651 |
| Q4 | 0.773 | 0.027 | 0.034 | -0.021 | -0.026 | -0.114 | -0.047 | -0.003 | 0.277 | 0.02 | 0.034 | 0.694 |
| Q5 | 0.367 | -0.149 | 0.418 | 0.143 | 0.314 | 0.114 | 0.122 | -0.11 | 0.036 | 0.303 | 0.039 | 0.586 |
| Q6 | 0.01 | -0.011 | -0.117 | 0.057 | -0.668 | 0.005 | -0.011 | -0.201 | -0.09 | 0.119 | -0.226 | 0.577 |
| Q7 | -0.121 | -0.149 | -0.07 | -0.136 | 0.107 | 0.205 | 0.521 | -0.01 | 0.371 | -0.234 | -0.103 | 0.588 |
| Q8 | -0.147 | 0.451 | -0.242 | 0.254 | -0.036 | 0.123 | 0.383 | 0.091 | 0.162 | 0.029 | 0.162 | 0.573 |
| Q9 | -0.11 | -0.05 | -0.104 | -0.152 | 0.629 | -0.095 | -0.249 | -0.052 | -0.087 | 0.107 | -0.2 | 0.576 |
| Q10 | 0.037 | -0.029 | -0.281 | 0.269 | 0.552 | -0.09 | 0.185 | -0.181 | -0.117 | -0.043 | 0.026 | 0.55 |
| Q11 | 0.024 | 0.015 | 0.03 | 0.864 | -0.031 | 0.036 | 0.051 | 0 | -0.078 | 0.024 | -0.055 | 0.763 |
| Q12 | 0.067 | 0.056 | -0.077 | 0.068 | -0.078 | 0.776 | -0.008 | -0.051 | -0.106 | -0.087 | -0.065 | 0.652 |
| Q14 | -0.084 | 0.045 | 0.083 | 0.032 | -0.056 | -0.134 | -0.013 | -0.051 | -0.075 | 0.791 | 0.004 | 0.672 |
| Q15 | 0.025 | -0.029 | 0.451 | 0.065 | -0.033 | -0.268 | -0.147 | -0.199 | -0.015 | -0.565 | 0.112 | 0.675 |
| Q16 | 0.017 | -0.102 | -0.772 | -0.036 | 0.078 | 0.091 | -0.004 | -0.107 | 0.019 | 0.023 | 0.168 | 0.663 |
| Q18 | 0.025 | 0.217 | 0.169 | 0.277 | 0.128 | -0.022 | -0.04 | 0.674 | -0.07 | 0.001 | 0.009 | 0.631 |
| Q19 | -0.03 | 0.25 | 0.054 | 0.087 | 0.112 | 0.115 | 0.01 | -0.456 | 0.35 | 0.09 | -0.076 | 0.445 |
| Q20 | -0.188 | -0.676 | 0.012 | 0.202 | 0.042 | -0.096 | 0.03 | 0.077 | 0.054 | 0.013 | 0.234 | 0.609 |
| Q21 | -0.132 | 0.708 | 0.161 | 0.146 | -0.032 | -0.075 | -0.218 | -0.008 | 0.056 | 0.071 | 0.192 | 0.665 |
| Q22 | 0.209 | 0.375 | 0.092 | -0.402 | 0.052 | -0.389 | 0.323 | -0.077 | -0.111 | -0.034 | -0.15 | 0.654 |
| Q23 | 0.389 | -0.06 | 0.021 | 0.168 | 0.04 | 0.33 | 0.079 | -0.145 | 0.144 | 0.219 | 0.431 | 0.576 |
| Q24 | 0.011 | 0.007 | -0.158 | -0.073 | 0.049 | -0.097 | 0.04 | 0.027 | -0.052 | -0.068 | 0.874 | 0.816 |
| Q25 | 0.132 | 0.024 | -0.045 | -0.059 | -0.078 | -0.163 | -0.057 | 0.029 | 0.803 | -0.072 | 0.02 | 0.711 |
| Q26 | -0.279 | 0.024 | 0.465 | -0.211 | -0.119 | 0.446 | 0.008 | 0.066 | -0.123 | 0.075 | -0.015 | 0.578 |

| | |
|---|---|
| KMO price | 0.425 |
| Approximate Chi-square | 342.042 |
| free degree | 276 |
| conspicuousness | 0.004 |
| Cumulative Variance | 63.20 |

Analysis of Frequency

Q1

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 32 | 21.3 | 21.3 | 21.3 |
| | 2 | 30 | 20.0 | 20.0 | 41.3 |
| | 3 | 37 | 24.7 | 24.7 | 66.0 |
| | 4 | 31 | 20.7 | 20.7 | 86.7 |
| | 5 | 20 | 13.3 | 13.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q2**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 30 | 20.0 | 20.0 | 20.0 |
| | 2 | 50 | 33.3 | 33.3 | 53.3 |
| | 3 | 70 | 46.7 | 46.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q3**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 25 | 16.7 | 16.7 | 16.7 |
| | 2 | 80 | 53.3 | 53.3 | 70.0 |
| | 3 | 45 | 30.0 | 30.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q4**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 96 | 64.0 | 64.0 | 64.0 |
| | 2 | 54 | 36.0 | 36.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q5**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 103 | 68.7 | 68.7 | 68.7 |
| | 2 | 41 | 27.3 | 27.3 | 96.0 |
| | 3 | 6 | 4.0 | 4.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q6**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 49 | 32.7 | 32.7 | 32.7 |
| | 2 | 47 | 31.3 | 31.3 | 64.0 |
| | 3 | 54 | 36.0 | 36.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q7**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 40 | 26.7 | 26.7 | 26.7 |
| | 2 | 39 | 26.0 | 26.0 | 52.7 |
| | 3 | 37 | 24.7 | 24.7 | 77.3 |
| | 4 | 34 | 22.7 | 22.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q8**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 35 | 23.3 | 23.3 | 23.3 |
| | 2 | 50 | 33.3 | 33.3 | 56.7 |
| | 3 | 65 | 43.3 | 43.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q9**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 39 | 26.0 | 26.0 | 26.0 |
| | 2 | 23 | 15.3 | 15.3 | 41.3 |
| | 3 | 31 | 20.7 | 20.7 | 62.0 |
| | 4 | 32 | 21.3 | 21.3 | 83.3 |
| | 5 | 25 | 16.7 | 16.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q10**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 46 | 30.7 | 30.7 | 30.7 |
| | 2 | 50 | 33.3 | 33.3 | 64.0 |
| | 3 | 54 | 36.0 | 36.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q11**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 38 | 25.3 | 25.3 | 25.3 |
| | 2 | 26 | 17.3 | 17.3 | 42.7 |
| | 3 | 29 | 19.3 | 19.3 | 62.0 |
| | 4 | 26 | 17.3 | 17.3 | 79.3 |
| | 5 | 31 | 20.7 | 20.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q12**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 76 | 50.7 | 50.7 | 50.7 |
| | 2 | 31 | 20.7 | 20.7 | 71.3 |
| | 3 | 16 | 10.7 | 10.7 | 82.0 |
| | 4 | 27 | 18.0 | 18.0 | 100.0 |
| | total | 150 | 100.0 | 100.0 | |

**Q13_1**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 66 | 44.0 | 44.0 | 44.0 |
| | 1 | 84 | 56.0 | 56.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q13_2**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 61 | 40.7 | 40.7 | 40.7 |
| | 1 | 89 | 59.3 | 59.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q13_3**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 9 | 32.7 | 32.7 | 32.7 |
| | 1 | 101 | 67.3 | 67.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q13_4**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 65 | 43.3 | 43.3 | 43.3 |
| | 1 | 85 | 56.7 | 56.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q14**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 61 | 40.7 | 40.7 | 40.7 |
| | 2 | 40 | 26.7 | 26.7 | 67.3 |
| | 3 | 35 | 23.3 | 23.3 | 90.7 |
| | 4 | 14 | 9.3 | 9.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q15**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 29 | 19.3 | 19.3 | 19.3 |
| | 2 | 88 | 58.7 | 58.7 | 78.0 |
| | 3 | 19 | 12.7 | 12.7 | 90.7 |
| | 4 | 11 | 7.3 | 7.3 | 98.0 |
| | 5 | 3 | 2.0 | 2.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q16**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 41 | 27.3 | 27.3 | 27.3 |
| | 2 | 47 | 31.3 | 31.3 | 58.7 |
| | 3 | 42 | 28.0 | 28.0 | 86.7 |
| | 4 | 14 | 9.3 | 9.3 | 96.0 |
| | 5 | 6 | 4.0 | 4.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q17_1**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 121 | 80.7 | 80.7 | 80.7 |
| | 1 | 29 | 19.3 | 19.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q17_2**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 121 | 80.7 | 80.7 | 80.7 |
| | 1 | 29 | 19.3 | 19.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q17_3**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 114 | 76.0 | 76.0 | 76.0 |
| | 1 | 36 | 24.0 | 24.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q17_4**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 111 | 74.0 | 74.0 | 74.0 |
| | 1 | 39 | 26.0 | 26.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q17_5**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 134 | 89.3 | 89.3 | 89.3 |
| | 1 | 16 | 10.7 | 10.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q17_6**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 0 | 137 | 91.3 | 91.3 | 91.3 |
| | 1 | 13 | 8.7 | 8.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q18**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 42 | 28.0 | 28.0 | 28.0 |
| | 2 | 80 | 53.3 | 53.3 | 81.3 |
| | 3 | 28 | 18.7 | 18.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q19**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 24 | 16.0 | 16.0 | 16.0 |
| | 2 | 48 | 32.0 | 32.0 | 48.0 |
| | 3 | 32 | 21.3 | 21.3 | 69.3 |
| | 4 | 21 | 14.0 | 14.0 | 83.3 |
| | 5 | 20 | 13.3 | 13.3 | 96.7 |
| | 6 | 5 | 3.3 | 3.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q20**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 54 | 36.0 | 36.0 | 36.0 |
| | 2 | 53 | 35.3 | 35.3 | 71.3 |
| | 3 | 43 | 28.7 | 28.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q21**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 16 | 10.7 | 10.7 | 10.7 |
| | 2 | 27 | 18.0 | 18.0 | 28.7 |
| | 3 | 43 | 28.7 | 28.7 | 57.3 |
| | 4 | 48 | 32.0 | 32.0 | 89.3 |
| | 5 | 16 | 10.7 | 10.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q22**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 78 | 52.0 | 52.0 | 52.0 |
| | 2 | 72 | 48.0 | 48.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q23**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 47 | 31.3 | 31.3 | 31.3 |
| | 2 | 72 | 48.0 | 48.0 | 79.3 |
| | 3 | 27 | 18.0 | 18.0 | 97.3 |
| | 4 | 4 | 2.7 | 2.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q24**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 60 | 40.0 | 40.0 | 40.0 |
| | 2 | 43 | 28.7 | 28.7 | 68.7 |
| | 3 | 30 | 20.0 | 20.0 | 88.7 |
| | 4 | 17 | 11.3 | 11.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q25**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 66 | 44 | 44 | 44 |
| | 2 | 46 | 30.6 | 30.6 | 30.6 |
| | 3 | 38 | 25.4 | 25.4 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Q26**

| | | Frequency | Percentage | Effective Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Effective | 1 | 23 | 15.3 | 15.3 | 15.3 |
| | 2 | 15 | 10.0 | 10.0 | 25.3 |
| | 3 | 25 | 16.7 | 16.7 | 42.0 |
| | 4 | 22 | 14.7 | 14.7 | 56.7 |
| | 5 | 11 | 7.3 | 7.3 | 64.0 |
| | 6 | 24 | 16.0 | 16.0 | 80.0 |
| | 7 | 30 | 20.0 | 20.0 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

# BIOGRAPHY

| | |
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