

# Research on the Social Practice Mode of PE Major Students in Applied Undergraduate Colleges

Zhao Yuan

[ **Abstract** ] Social practice is one of the educational activities of students in colleges and universities, which is an important supplement of the university sports teaching content. The university sports professional students' social practice is beneficial to the improvement of the professional knowledge level and comprehensive quality. This paper adopts literature, interview, and investigation methods to understand the status quo of professional social practice mode in current applied undergraduate colleges and universities, and to comb and construct the mode of social practice, which can meet the demand of sports professional talent training and lay a solid foundation for training applied talents.

[ **Key words** ] application-oriented undergraduate; physical education major; social practice

[ **About the author** ] Nanchang Normal University, Nanchang Jiangxi 330032, China

[ **Website** ] [www.oacj.net](http://www.oacj.net)

## 1 Introduction

For application-oriented colleges and universities, the knowledge students learn should be able to adapt to the needs of the society, enterprise, and application skills of the society, so as to finally achieve the good results of high entrepreneurship rate, high employment rate, and high-quality employment rate. However, social practice can give students a better exercise platform, and develop and exert students' ability. And it is conducive to the students' employment. Through the training mode of social practice, the students' employment outlook can be broadened. They can understand their own ability and find the direction of the efforts to realize the employment. So the social practice of applied undergraduate colleges and universities sports professional students is very important.

## 2 Research methods

### 2.1 Literature method

By consulting a large number of social practice training modes related to physical education majors on CNKI, Wanfang data database, and other network platforms, the problems existing in the social practice of application-oriented undergraduate departments are summarized, which provides theoretical support for the research of this paper.

### 2.2 Interview method

Through interviews with leaders who are in charge of teaching and students' work in a physical education major, we can understand their cognition of social practice, and understand what social practices have been carried out, and how they are organized and managed.

### 2.3 Questionnaire survey

The questionnaire survey was carried out on the sports professionals employed in enterprises and institutions, and information was collected from the students at work, so as to sum up the aspects needed to be improved when carrying out the social practice mode in the later stage.

## 2.4 Experimental method

Nanchang Normal University 2016 level of physical education and social sports guidance and management specialty is divided into experimental group and control group respectively, as the control group of physical education adopting the original becomes a mere formality of the mode of social practice, social sports professional guidance, and management, as the experimental group, with the combination of professional sports a new mode of social practice, at last, through the questionnaire survey method, an empirical study on two groups of students is carried out.

## 2.5 Mathematical statistics

The data obtained from the questionnaire survey are statistically processed by using mathematical statistics.

## 3 Results and discussion

### 3.1 Analysis of social practice status of physical education majors in application – oriented universities

#### 3.1.1 Students' insufficient understanding of the social practice

At present, college students' awareness of the social practice is not enough, some students think that entering the university can rest easy, of course they don't value, think they can pass, let alone that the social practice content is less, and there's a class of students paying attention to cultural courses, blindly pursue scholarship and certification exams, less effort is paid in social practice course, and other students are not clear about the concept of social practice, they are not arranged through social practice, so there is not enough students understanding the social practice.

#### 3.1.2 School leaders have insufficient understanding of the social practice

Through the investigation, it can be found that part of the school social practice is in the charge of student work leaders, who focuses on the work of the students, while neglecting the connection with teaching. In addition, some colleges and universities do not invest enough funds in social practice and do not use special funds in social practice, which forms obstacles to social practice. There is some serious lack of social practice guidance as teachers in colleges and universities are not even, and students participate in social practice opportunity for a shorter time or less. In this case, social practice cannot get a good effect, insufficient knowledge of school can make students promote social practice ability, but can't meet the demand of sports personnel training mode.

#### 3.1.3 The content of social practice is single

For professional sports, a special professional, the choice of content in social practice is also an important influence factor on the effect of social practice. Some schools use the social practice content of ordinary colleges and universities, the summer social practice, education practice, and other forms of organization. The organization form of social practice is not associated with professional. Practice form is single, and lack of innovation and professionalism, and also some social practice base of school set up enough can't meet the needs of students, and poor social practice environment.

#### 3.1.4 The social practice management assessment system is insufficient

Through the survey, it can be found that a part of school sports professional students have no collective organization of social practice, in order to complete the social practice report, get credits, with the personal social relations, classmates, contact our practice areas such as family relationship, making students lack systematic social practice, to complete the task, the students cannot get exercise, the reaction is not the whole situation of the students' social practice, but also supervise the student's social practice, the lack of a social practice management appraisal system, can't really reflect the value of the social practice.

### **3.2 Thoughts on the construction of social practice mode for students majoring in physical education in application-oriented universities**

#### **3.2.1 Strengthen the guidance of social practice**

Teachers on students' social practice guidance should include positive education, skills training, organization and management, science evaluation, etc. The first thing to let students fully understand the importance of social practice is to cultivate students' autonomous learning ability and self-management ability. In social practice, students should be arranged to carry on the inspection, supervision, and their own development cannot be indulged and undertaken on their own. Teachers should understand the market demand of physical education major, and provide targeted guidance and help to students so that students' learning skills and movements can be highly compatible with society, which help the final employment. In terms of organization and management, teachers explain how to organize and manage the competition. In short, the principle of differentiated treatment is adopted in the guidance process, so that students can find their own social practice content, so as to identify their own employment and improve the employment rate of the school.

#### **3.2.2 Strengthen the importance of leaders**

Due to the particularity of the professional sports, students have to learn all kinds of sports, but when employers need professional skills as the support of each project, the content of the social practice for sports majors will be diversified, to practice the contents of different direction is different also, so I need the school teaching management to elaborate organization and arrangement of social practice, leadership assessment method put forward specific social practice, the social reality into the teaching plan, included in the credit system in students, the final assessment result into the student files, as student graduation must class, so as to improve the students' vigilance, let students realize the importance of social practice, through the school to introduce policies to ensure the effectiveness of social practice implementation.

#### **3.3.3 Strengthen the construction of social practice bases for sports majors**

For college students majoring in sports, strengthen the social practice of the construction of practice base is to launch for a long time for the student's social practice to provide a steady stream of power, the social practice of sustainability, diversity, and stability need to practice base construction as the foundation, which is the only way to provide students with more practice opportunities. Practice base construction of resources will be limited to the use of the school, the school should fully integrate various resources, through the training with external agencies, institutions, clubs, such as establishment cooperation, from the inside out to build a perfect platform for the students' practice, the construction of practice base will bring students multi-level, various, and multi-function practice, really realizing the value of the social practice.

#### **3.3.4 Establish and improve the social practice management assessment system**

To ensure the social practice, the desired effect can be achieved. There is a need to establish and improve the social practice management appraisal system, so as to ensure the development of social practice pattern of a long-term effect, make social practice in a planned way, have a purpose, organized training, let the maximum function of social practice, and let the sports specialized student in social practice can be effectively exercised.

### **3.3 Practice research**

This paper combines the training of social practice with the sports major and uses the undergraduate tutor to guide the students to carry out the social practice, mainly through the alliance mode with the school and the club.

Sports competition with school league mode includes organization, arrangement, referee and so on; education includes training and teaching; communication includes social research, enterprises, companies, lectures, radio stations and so on. Fitness guidance with club alliance mode includes community sports guidance, club guidance, factory, and mining enterprise guidance; management includes clubs, sports equipment, clothing, sports events,

funds, etc.

3.3.1 Alliance mode with schools

The mode of alliance with school is to enrich students’ perceptual knowledge, deepen their understanding of theory, inspire their thoughts and feelings of loving education work, and cultivate their observation and analysis ability.

The social practice time is one week, the specific content includes on-site education probation, lectures, and practice. Among them, lectures include campus football, homeroom teacher work, becoming an excellent PE teacher, etc. , class attendance includes outstanding public class, PE class, and any class in class, etc. , to understand the specific work of homeroom teacher, practice including class, parent-child fun sports meeting, and other links.

3.3.2 Alliance mode with club

The mode of alliance with club requires students to use the professional knowledge and skills in the service of social sports, training, and other activities, to further strengthen the understanding of theoretical knowledge and integrated use of technology, to improve students’ use of learned knowledge, to participate in the game competition, and to improve their ability of student organization activities, lectures and visit the club business and management.

The students of professional sports are qualified for positions in clubs. The club have a greater demand for professional sports students because jobs are diverse at the club and demand is bigger, every student can choose according to their own actual situation to engage in a position of social practice, such as students of strong technical professional can work as the coach, strong ability of organization can organize events and strong communication ability can be engaged in marketing work, and so on. Most of students can find a suitable job.

Before the alliance with club, students’ learning of professional skills is consolidated by professional teachers’ practice, others led by social practice teacher positions of social practice, students choose according to their own circumstance, then post-simulation practice, social practice plan are done by schools, clubs, and society, through the social practice to let the students fully realized that the gap between themselves and social demand, thus to perfect, the last job.

3.4 Questionnaire survey and analysis

After the social practice, a questionnaire survey was conducted on the students of Grade 2016 of Nanchang Normal University and related practice bases, mainly from the perspective of the impact of social practice on themselves and the demands of employers on students.

From Table 1, we can see that there are more students who take part in social practice think that they can improve their work experience. Through social practice, students can apply what they have learned to practice, improve their professional ability and interpersonal skills, and improve their work experience.

Table. 1. Statistical table of the investigation of social practice’s effect on oneself

The function of social practice	The percentage
Help with future planning	13.7%
Improve and exercise yourself	27.2%
Reduce competitive pressure	18.2%
Enhance your work experience	40.9%
A total of	100%

Table.2. Survey on the demand for talents by employers

Talent demand	The percentage
Rich working experience	31.9%
Correct method skills	18.2%
Strong professional skills	36.3%
Strong organizational skills	13.6%
A total of	100%

In order to understand the employers' demand for talents, a questionnaire survey was conducted on the persons in charge of social practice bases. From Table 2, it was found that employers preferred those with rich work experience and correct methods and skills in terms of their employment demands.

#### 4 Conclusion

The practice is the key to open the treasure-house of theories, and college physical education workers should have a more profound understanding of this sentence. Only in a lot of practice can we better cultivate application-oriented talents for sports, and students' innovative ability can be fully explored in practice. At present, the training mode of physical education departments in most universities in China cannot keep up with the pace of times. Social practice training is an important part of physical education in colleges and universities, which forms a complete training system with in-school training. On the one hand, social practice provides students with the opportunity to exercise and learn, which is conducive to the cultivation of students' comprehensive ability, and can be a perfect integration of theory and practice, so as to achieve better teaching results; On the other hand, social practice can open students' employment ideas and plan their future life goals based on their own needs and combined with market demand.

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