

RESEARCH ON IMPROVING THE SECOND CLASS GAIN OF IDEOLOGICAL AND POLITICAL EDUCATION



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Abstract

This study is based on the educational principles of people-oriented and moral education, as well as the perspective of how to more effectively enhance the sense of gain in ideological and political education for college students. It explores relevant theoretical and practical issues related to the sense of gain in the second class of ideological and political education for college students. Through the analysis of the basic definition, connotation, and theoretical basis of the sense of gain in the second class of ideological and political education for college students, it analyzes the influencing factors and existing problems of the sense of gain in the second class of ideological and political education for college students, and proposes more scientific and targeted suggestions and countermeasures for improving the sense of gain in the second class of ideological and political education for college students.

Keywords: Ideological and political education , Second class ,Sense of achievement

Introduction

The earliest research on the second class in China began in the 1980s. With the continuous development of China's economy and society, and the rapid development of higher education, college students are no longer limited to learning relevant professional knowledge in school, but more importantly, it is about improving their overall quality. Various courses and ideological and political theory courses should go hand in hand, forming a synergistic effect to enhance the affinity and pertinence of ideological and political education, and meet the growth and development needs and expectations of students, which is an inevitable trend in current Chinese education. the second class, as an important carrier of ideological and political education, scientifically constructs a talent cultivation model for the second class, continuously improves the second class education system, enhances the affinity of ideological and political education, and has important significance for students to gain a sense of achievement in ideological and political education work. We need to promote the reform and innovation of ideological and political work in universities. Firstly, it is important to emphasize being close to the ideological reality of teachers and students, and to carry out ideological and political work in universities with the spirit of reform and innovation. Secondly, universities should establish a scientific curriculum and evaluation system, with the fundamental goal of cultivating morality and talent, and enrich the content and evaluation

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system of the second class for college students. In recent years, major universities in China have been actively carrying out activities related to the second class, and related research and exploration have mostly focused on the course content, evaluation system, and educational function of the second class in universities. This article aims to improve the pertinence and effectiveness of ideological and political education for college students by studying the implementation of the second class in universities and the sense of gain for college students in the second class.

Literature Review

1. A Review of Research on the Second Class

1.1 A Study on the Connotation of the Second Class

At present, research has analyzed the concept of the second class and pointed out what kind of cultural education and services young students should receive in the second class. the second class is a meaningful and healthy extracurricular activity that guides and organizes students outside of the teaching plan (Pan Shaomei, 2020). Ju Jiqing (2020) provided a detailed and comprehensive explanation of the concept and educational functions of the second class, stating that it is an important channel for students to engage in self-education under the guidance of the school, providing a platform for their personality development. Compared to the first classroom, it refers to various educational activities organized and guided by the school outside of the teaching plan. Liu Siwen (2020) pointed out that the credit system is an effective management method for the second class of college students, and building a diversified evaluation system is conducive to improving students' innovation ability.

1.2 Research on the Content of the Second Class

Part of the research divides the content of the second class activities into five aspects: enrollment oriented education, ideological quality education, vocational transfer ability education, physical and mental health quality education, and labor quality education. The rich content of the second class is closely related to the improvement of students' innovation ability. The transformation of cognitive direction from dependence to autonomy, from knowledge to ability, and from closed to open learning is an important direction in the new era. The management of the second class activities is divided into four stages: target positioning, construction mode, management mechanism, and assessment methods (Xu Chang, 2014). Liu Xiangshun (2018) believes that teachers and students are two important factors in the construction of the second class system in universities, so the operating mechanism should focus on these two factors. Song Dan (2018) integrated project management theory into the second class management of domestic universities and constructed a new second classroom management mechanism.

By organizing relevant literature, current research mainly focuses on concept exposition, curriculum system construction, activity management, etc., and there are few research results on comprehensive quality education in the second class. Most studies believe that the second class has a role in promoting the improvement of students' various abilities. Some researchers have also begun to pay attention to the important role of the second class in cultivating the abilities and qualities of college students. For example, Ou Haiyan (2014) believes that one of the contents of the second class education is to cultivate the innovative qualities of college students, and the important role of the second class in cultivating the comprehensive qualities of college students should be valued and fully utilized.

1.3 The construction approach of the second class

Wang Yaping and Yan Shulian (2016) used the impact of the second class on the use of chemical instruments as an example to analyze the role of the second class in cultivating the comprehensive quality and ability of college students. They pointed out that the second class plays a significant role in cultivating students' observation ability, analysis ability, and problem-solving ability. The design and implementation of the second class focus on cultivating students' management ability and independent thinking ability, allowing them to

learn cultural knowledge and receive ideological education in practical teaching. By integrating traditional ideological and political classrooms with practice, a modern teaching mode is formed, which is more conducive to cultivating students' innovative consciousness and thinking ability, and is of great significance for cultivating modern new talents. Qian Haifeng (2017) and others analyzed the construction of the second class in universities, pointing out that the implementation of the project to improve the comprehensive quality of students is one of the second class construction projects in universities. the second class in universities is an institutionalized and systematic education model formed in the context of the rapid development of Internet big data and educational reform in China. The domestic exploration of the second class started in the late 20th century. With the gradual improvement of teacher allocation and the optimization of university infrastructure, various information resource technologies and teaching methods continue to flow in, and the second class has been greatly expanded in talent cultivation. Li Fei (2017) pointed out that teaching activities in the second class of universities are one of the effective ways to implement innovative ability cultivation, and also an important support and guarantee. the second class can promote the sustainable development of students. Liu Aihua (2017) questioned the concept of traditional graduation certificates and degree certificates proving the level of ability in the article, believing that in order to truly cultivate students' moral education level, universities must build a comprehensive quality system. Jiang Tao (2018) selected students from the "Xinyi Practice Class" at Jiangxi University of Finance and Economics as the research object, analyzed the problems in promoting student development in the university's second classroom, and based on this, proposed improvement suggestions for the university's second classroom education system from three perspectives: students themselves, teachers, and school management. Wei Lei (2009) took Kunming University of Science and Technology as the research object, analyzed in depth the problems faced by its second classroom in the implementation process from different perspectives, and proposed feasible suggestions for building a comprehensive quality education system for the second class.

The above research includes multiple aspects such as the connotation, curriculum construction, and activity management of comprehensive quality education in the second class. Overall, most studies have concluded that the second class plays an important role in promoting the improvement of comprehensive quality education. In addition, some scholars have studied and verified the role of the second class in university second classrooms from the perspective of ideological and political education, all of which have affirmed the outstanding value of second classroom activities in improving the ideological and political level of college students. Some scholars have also proposed the form, content, process, etc. of activity implementation.

2. A Review of Research on the second class of Ideological and Political Education

With the progress of the times and social development, talents have become the primary resource for economic and social development, and the strategic significance and value of education have become increasingly prominent. In recent years, the Central Committee of the Communist Youth League and the Ministry of Education have issued relevant documents on the second class of ideological and political education for college students, requiring universities to take moral education as the fundamental goal, establish a scientific curriculum and evaluation system, and enrich the content of the second class for college students. Major universities across the country are actively carrying out activities related to the second class, and most of the related research and exploration are focused on the course content, evaluation system, and educational function of the second class in universities. Among them, the sense of gain in the second class is an important indicator of the reform and development of higher education, and it is the implementation and application of our party's people-oriented governance concept in the field of ideological and political education. In the face of the complex changes and diverse challenges in the education subject, content, and environment in the new era, it is necessary to strengthen and improve the educational function

of ideological and political education for college students, improve the course content of the second class, enhance the quality of ideological and political work in universities, and enhance the sense of acquisition of ideological and political education among college students through the establishment of the second class. This is an inevitable requirement for the development of higher education and an important issue that conforms to the development of the times.

3. A review of research on sense of achievement

Firstly, the academic community has unanimously affirmed the importance of "sense of gain". The sense of achievement is an inherent demand for the comprehensive development of college students, and it is also an inevitable requirement for achieving comprehensive human development (Zhang Yao). Ideological and political education is increasingly valued in today's educational practice, and college students, as the objects and subjects of education, will become the focus of educational work in terms of ideology, psychology, emotions, and other issues (He Jiamin).

Secondly, the sense of achievement in ideological and political education for college students is influenced by the cognitive and practical abilities of the subject, as well as the personal qualities, educational level, and ideological and political abilities of the educators. It is also related to the orientation and stability of the environment (Li Yanxue). Scholars have summarized the six structural characteristics of college students' sense of achievement in ideological and political education from the perspectives of overall, ideological and political knowledge, ideology, law, morality, psychology, etc. They also pointed out that the cultivation of life value and cognitive practice, as well as the cultivation of legal awareness and usage ability, need to be strengthened. "Applying what is learned is an important manifestation of a sense of achievement" (Liu Jia). Scholars have also elaborated on the sense of gain among college students from three dimensions: emotional acquisition, ability acquisition, and knowledge acquisition. And point out that emotional acquisition has priority. In the process of interpersonal communication, subjective feelings such as being respected, accepted, and recognized can most highlight a sense of gain, and thus generate a sense of belonging, enhancing the cohesion between students and schools (Zhao Ziyi).

Furthermore, the goal of generating a sense of achievement is a dynamic and changing process, gradually achieving small goals in multiple dimensions while following the laws of growth and educational development, ultimately achieving human freedom and comprehensive development. Consider from the triple perspective of value construction, emotional construction, and demand construction (Ji Hexin).

Many scholars have also put forward their own suggestions on the construction of "sense of gain". To create a "big picture" of ideological and political theory education, integrate resources from all parties, reform course content, increase interaction and affinity between teachers and students, and improve the evaluation system (Wang Meng). At the same time, it is necessary to combine the personality traits and physical and mental growth needs of college students, and respect their subject status. Improving the quality of teachers is an important component, and only by cultivating virtue can we cultivate people. Only teachers with firm beliefs and solid theoretical foundations can establish credibility and withstand the challenges of students (Sun Xiaojuan). On the path to enhancing the sense of achievement, we can start from three directions: activating the campus environment, improving the learning environment, and enhancing the communication environment. Reasonably design student participation mechanisms, improve curriculum evaluation mechanisms, and adopt three effective means of after-school reward mechanisms (Wang Ziyue). Several scholars have put forward effective insights from the perspective of "affinity". Ideological and political courses should have affinity, allowing college students to develop a sense of closeness and emotional identification with them. This can increase the charm of ideological and political courses and smoothly spread mainstream values (Liu Jing). The affinity for the curriculum is manifested in a liking, anticipation, and curiosity towards the content and methods of the curriculum, which is the only way to actively approach the teacher, accept educational perspectives, and actively participate in practical actions (Liu Xuemiao). Some scholars have also expressed from the

perspective of "love" that love is an indispensable part of ideological and political education for college students. Through cognitive and emotional education on love, it is beneficial to achieve the reality of obtaining a sense of gain in ideological and political education (Cheng Xiaoling).

In education, a sense of achievement should not only be achieved through knowledge, but also through action. College students should enhance their value identification and emotional satisfaction with ideological and political education, and achieve the integration of knowledge and action, pay attention to practice, and achieve behavioral acquisition (Liu Jianyu). In today's big data network environment, higher requirements have also been put forward for schools. For example, the application of self media technology in Marxist belief education has significantly improved students' sense of gain in terms of fun, practicality, and effectiveness. Therefore, the construction of universities should accelerate the pace of updating educational concepts, enhancing teacher literacy, and optimizing the educational environment.

Research Methods

1. Literature analysis method

The literature research method refers to the scientific understanding of the research object of this study by collecting, identifying, and organizing the preliminary results of relevant research. The literature research method is the most basic research method adopted in this study. This article uses the literature research method to organize and sort out research materials related to the "sense of achievement" in ideological and political courses in universities, striving to comprehensively grasp existing research results. Based on previous research, it can have a broader research perspective, more accurate analysis perspective, and deeper phenomenon analysis.

The relevant literature and materials consulted by this research institute mainly fall into three categories. The first category is the theoretical and historical materials published and distributed by the Party and the state since the founding of New China, mainly the classic works of Marxism and the theoretical achievements of Marxism's localization in China; The second type is various documents, work plans, notices, etc. related to the construction of ideological and political theory courses in universities issued by relevant departments such as the Central Committee of the Communist Party of China, the Ministry of Propaganda, and the Ministry of Education; The third category is academic achievements such as papers and works by relevant scholars on the research of ideological and political theory courses. I hope that by studying these literature materials, I can grasp as many existing research results and viewpoints as possible, provide theoretical support for this study, and enhance the scientific and theoretical nature of the paper.

2. Comparative research method

Comparison is the key to identification. Comparative research method is a vivid and universal logical method for studying all things. Comparative analysis method can be divided into horizontal comparison and vertical comparison. This paper will apply these two comparisons, using a vertical historical comparison to trace the historical evolution of the construction of ideological and political courses in universities, and using the method of historical materialism to analyze the dynamics of ideological and political course construction, summarizing the experience and inspiration formed in this historical process. Based on inheritance and reference, and according to the current actual situation, find ways and methods to enhance the sense of gain of ideological and political courses for college students; Using a horizontal comparison of reality, compare the differences in reality caused by factors such as school level, subject and major, and teaching conditions, and compare different conclusions from different perspectives such as effectiveness and satisfaction.

3. System research method

Comparison is the key to identification. Comparative research method is a vivid and

universal logical method for studying all things. Comparative analysis method can be divided into horizontal comparison and vertical comparison. This paper will apply these two comparisons, using a vertical historical comparison to trace the historical evolution of the construction of ideological and political courses in universities, and using the method of historical materialism to analyze the dynamics of ideological and political course construction, summarizing the experience and inspiration formed in this historical process. Based on inheritance and reference, and according to the current actual situation, find ways and methods to enhance the sense of gain of ideological and political courses for college students; Using a horizontal comparison of reality, compare the differences in reality caused by factors such as school level, subject and major, and teaching conditions, and compare different conclusions from different perspectives such as effectiveness and satisfaction.

The sense of achievement in ideological and political theory courses is a concept with rich connotations, which is a complex whole composed of many factors such as teaching subjects, teaching objects, teaching carriers, teaching environments, etc. Only by using systematic research methods can we deeply analyze and study the whole and draw correct conclusions. This study is based on the sense of gain in ideological and political education for college students, and comprehensively grasps the path of generation of sense of gain in ideological and political courses for college students, thus proposing targeted measures to enhance their sense of gain in ideological and political courses.

Research result

Based on the above analysis, the second class teaching of ideological and political education should fully grasp the internal mechanism of practical education, combine the ideological characteristics and cognitive preferences of young students in the new era, explore and design rich and innovative practical teaching activities, deeply construct a multi-level curriculum education system, create a comprehensive education mechanism, and promote the coordinated development of students' theoretical cognition and practical abilities. The following two measures can be taken specifically.

Firstly, optimize the design of teaching content to ensure the unity of fun and education. As a supplement to the ideological and political theory course, the second class should be designed with theoretical knowledge as the basis and incorporate specific ideological and political elements, so that students can not only experience the fun of the activity, but also understand its ideological connotations and play an educational role. For this purpose, ideological and political teachers can design various forms of educational activities around themes such as ideal and belief education, patriotism education, etc., combined with the background of the times and social characteristics, to promote the enrichment and improvement of teaching content. For example, organizing students to visit revolutionary hero memorial halls, red culture education bases, etc., allowing them to experience the noble beliefs and spiritual values of revolutionary soldiers firsthand, inspiring their patriotism, establishing a good sense of patriotism, realizing the integration of ideological and political education into their minds and hearts, encouraging students to express their opinions and deepen their understanding of the significant values and connotations of revolutionary warfare, and forming a scientific political cognition.

Secondly, utilizing new media technology to innovate teaching models. With the in-depth promotion of the Internet, new media has attracted the attention of young students by virtue of its rich and vivid information dissemination advantages. With the help of novel videos, pictures and other forms, new media transmits specific values to students, influencing the formation of students' ideological personality imperceptibly. In the context of the new era, the construction subject of the second class of ideological and political education should timely transform their thinking concepts, leverage the advantages of new media technology, innovate classroom teaching models, carry out practical education in a form that students enjoy, strengthen the effectiveness of practical education, and promote the correct formation of

students' three perspectives. For example, relying on the "three micro and one end" new media platform, comprehensively understanding students' ideological cognition and needs, using innovative forms to promote mainstream values, guiding students to consciously identify with advanced culture, and forming a sound ideological personality. For example, organizing students to design and perform situational plays, using new media platforms to collect materials and performance content, visualizing the new era's views on struggle and love, and promoting education through online channels to enhance the infectivity and influence of ideological and political education.

Discuss

With the proposal of the concept of moral education, ideological and political education in the new era needs to abandon traditional theoretical indoctrination models, fully expand the educational field, play the role of second classroom education, achieve the coordinated development of theoretical teaching and practical education, and build a comprehensive and perfect education system to promote the high-quality development of talent cultivation work. Therefore, the subject of ideological and political education should pay more attention to the second class of ideological and political education, continue to increase construction efforts, and form a three-dimensional practical education mechanism, so as to stimulate students' interest in learning, realize the integration of educational content into the mind, and improve the affinity and progressiveness of ideological and political education.

The book "Introduction to Ideological and Political Education in the New Era", edited by Qiu Renfu and published by China Social Science Press, focuses on the development background of information technology in the new era, discusses the impact of technological changes on social production and life, analyzes how to use network information technology to achieve modernization of people, enhance the efficiency of ideological and political education in the era, and fully tap into the effectiveness of talent cultivation. This book is divided into two parts, exploring effective paths for talent cultivation in the new era from the perspectives of ideological and political education and ideological and political theory courses. The previous article mainly discusses the logic of improving the affinity and pertinence of ideological and political education, analyzing how to integrate era elements into ideological and political education, accurately answering practical problems faced by social development, and promoting the improvement and construction of the ideological and political discourse system. The second part focuses on the development process of ideological and political theory courses, elaborates on the current teaching difficulties, and explores scientific measures for ideological and political course reform, which has good reference value.

Referring to the entire book, it can be seen that compared to ideological and political theory courses, the second class of ideological and political education emphasizes more on the effectiveness of practical education. By organizing different forms of practical activities, it guides students to externalize theoretical cognition into concrete actions, gradually strengthening their internal ideological cognition and value concepts in practice, and achieving the shaping and cultivation of a sound personality. Therefore, the second class of ideological and political education plays an important role in the process of talent cultivation, including the following two aspects.

Firstly, the role of political orientation. As an effective path for the dissemination of political ideology, ideological and political education can guide students to form good political literacy through the explanation of political theory and Marxist principles, consciously identify with the leadership of the Party and the path of socialist development, firmly support modernization construction strategies, and enhance students' political and ideological awareness. Among them, compared with theoretical courses, the political orientation value of the second class mainly relies on inspiring and guiding methods, adopting practical activities and experiential methods, allowing students to unconsciously identify with the Party's policies and policies, and form a profound political ideological consciousness. On the one hand,

emphasis is placed on propaganda and education, using specialized training, illustrated explanations, and other methods to guide students to form a comprehensive understanding of political theory, deeply identify with core values, support the unified leadership of the Party Central Committee, and transform the new views and concepts of the Party into conscious ideological consciousness. On the other hand, thematic education activities are organized to deepen students' political concept cognition through specific practical behaviors, guiding them to form correct political ideology cognition and good political literacy.

Secondly, the role of spiritual motivation. the second class of ideological and political education has strong interactivity and communication, which can fully stimulate students' initiative and creativity, enable them to actively participate in classroom activities, deeply understand educational content, play a good role in value guidance, and promote the improvement of talent cultivation effectiveness. The main reason for this is that practical activities are more intuitive and concrete, and have a profound impact on students' thinking and consciousness. They can play a good spiritual motivating role, guide students to change their thinking and behavior patterns, and establish positive values. For example, by demonstrating power through role models, students can develop good moral literacy, regulate behavior patterns, and effectively enhance their comprehensive abilities. For example, by utilizing innovative and rich practical educational activities, we can mobilize students' emotional experiences and ideological cognition, stimulate their spiritual will, establish good patriotic aspirations and lofty ideals, and actively undertake the mission and tasks assigned by the times.

In short, the second class of ideological and political education can effectively guide students to participate in the teaching process and generate good value guidance effectiveness. In this regard, the main body of ideological and political education should deepen the construction of a sound teaching mechanism, promote the coordinated development of students' knowledge and moral character, and form a comprehensive education system.

Summary and suggestion

With the progress of the times and social development, talents have become the primary resource for economic and social development, and the strategic significance and value of education have become increasingly prominent. In recent years, the Central Committee of the Communist Youth League and the Ministry of Education have issued relevant documents on the second class of ideological and political education for college students, requiring universities to take moral education as the fundamental goal, establish a scientific curriculum and evaluation system, and enrich the content of the second class for college students. Major universities across the country are actively carrying out activities related to the second class, and most of the related research and exploration are focused on the course content, evaluation system, and educational function of the second class in universities. Among them, the sense of gain in the second class is an important indicator of the reform and development of higher education, and it is the implementation and application of our party's people-oriented governance concept in the field of ideological and political education. In the face of the complex changes and diverse challenges in the education subject, content, and environment in the new era, it is necessary to strengthen and improve the educational function of ideological and political education for college students, improve the course content of the second class, enhance the quality of ideological and political work in universities, and enhance the sense of acquisition of ideological and political education among college students through the establishment of the second class. This is an inevitable requirement for the development of higher education and an important issue that conforms to the development of the times.

This study is based on the educational principles of people-oriented and moral education, as well as the perspective of how to more effectively improve the ideological and political education of college students. It explores relevant theoretical and practical issues regarding the sense of gain in college students' ideological and political education. Through

the analysis of the basic definition, connotation, and theoretical basis of the sense of gain in the second class of college students' ideological and political education, it lays the theoretical research foundation for this study and determines that the essence of the sense of gain in the second curriculum of ideological and political education is the unity of value identification and emotional satisfaction. Through exploring and analyzing the influencing factors and existing problems of the sense of gain in the second class of ideological and political education for college students, it is found that the sense of gain in the second class of ideological and political education for college students is influenced by factors such as their subjective cognition and practical ability, the personal quality and teaching level of educators, the political and academic rationality of ideological and political education content, and the orientation and stability of the ideological and political education environment. The sense of achievement in the second class of ideological and political education for college students still faces the practical dilemma of the prominent supply-demand contradiction of ideological and political education for college students, the poor coordination between the main channels and main positions of ideological and political education for college students, and the lack of knowledge and action in ideological and political education for college students. Based on the above analysis, our group's research ultimately clarifies the student-centered approach to strengthening the precise supply of ideological and political education in the second class: adhering to moral education, forming a collaborative education force; strengthening the integration of knowledge and action, and innovating the path of improving ideological and political education models. Due to my limited research ability, there are still many shortcomings in my research. The analysis and research on the influencing factors and existing problems of the sense of achievement in the second class of ideological and political education for college students can be more detailed and comprehensive. On the basis of this research, I will continuously enrich and improve myself, deepen my learning and research, and strive to propose more scientific and targeted suggestions and strategies for improving the sense of gain in the second class of ideological and political education for college students.

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