

Development and Implementation of Social Practice Education Curriculum for University Students Based on the Spirit of Model Workers

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Abstract: This article aims to explore the construction and implementation of social practice education courses for university students based on the spirit of model workers, with a view to providing new ideas and paths for the reform and development of social practice education in colleges and universities. This article first expounds the challenges faced by the current social practice education of university students, and then puts forward the necessity of integrating the spirit of model workers into social practice education. Methodologically, this article systematically constructs the curriculum system of social practice education for university students based on the spirit of model workers from four aspects: curriculum design ideas and objectives, content construction, teaching methods and means, and curriculum assessment system. Through the implementation of the curriculum system, this article finds that students have made remarkable progress in mastering knowledge, upgrading skills, and values of emotion, attitude and values, especially their sense of identity and practical ability of model workers. Social practice education course based on model worker spirit not only helps to cultivate students' comprehensive quality and sense of social responsibility, but also stimulates students' innovative consciousness and enterprising spirit, laying a solid foundation for their future development.

1. Introduction

In today's society, with the rapid development of globalization and informatization, university students, as the backbone of the future society, have been paid unprecedented attention to the cultivation of their comprehensive quality [1]. All walks of life not only require students to have solid professional knowledge, but also value their innovation ability, teamwork ability, social responsibility and good moral quality [2]. In this context, the spirit of model workers, as the precious spiritual wealth of the Chinese nation, contains such qualities as diligence, dedication, innovation and willingness to contribute, which is of inestimable value for improving the comprehensive quality of university students [3]. Integrating the spirit of model workers into higher education, especially social practice education, can not only help students to establish correct professional outlook and values, but also stimulate their sense of social responsibility and mission, and lay a solid foundation for their future career [4].

The epochal value and educational significance of model worker spirit lies in that it is not only the concentrated embodiment of model workers in the past, but also a vivid portrayal of mainstream values in the present society [5]. By studying and inheriting the spirit of model workers, university students can understand the value and significance of labor more deeply, so as to cherish the fruits of labor, respect the working people and form a positive concept of labor in their future work and life [6].

Social practice education is an important part of higher education, which provides a platform for students to combine theoretical knowledge with practice, and helps to cultivate students' practical operation ability and problem-solving ability [7]. Integrating the spirit of model worker into social practice education can further enhance the pertinence and effectiveness of education, and enable students to deeply understand the connotation of model worker spirit in practice, so as to better

transform it into their own code of conduct and source of motivation. The main purpose of this study is to explore effective ways to develop and implement social practice education courses for university students based on the spirit of model workers, with a view to improving their comprehensive quality and sense of social responsibility.

2. Related theoretical basis

2.1. The connotation and characteristics of model worker spirit

Model worker spirit is an important part of Chinese excellent traditional culture and socialist core values, and its connotation is rich and profound [8]. It is mainly reflected in the love and persistence of work, the improvement of skills, the unremitting pursuit of innovation and the selfless dedication to society. With a high sense of responsibility and mission, through their own efforts and struggles, the model workers not only created great material wealth, but also conveyed a positive spiritual strength. This spiritual strength inspires people to keep moving forward and contribute their own strength to the progress and development of society.

The spirit of model workers has distinct epochal and demonstrative features. In different historical periods, the spirit of model workers leads the fashion and trend of society with its unique characteristics of the times [9]. At the same time, model workers, as outstanding people in all walks of life, have set an example for the broad masses of people with their advanced deeds and lofty spirit, inspiring people to constantly pursue progress and improve themselves.

2.2. Goals and principles of social practice education for university students

Social practice education for university students is an important part of higher education, and its goal is to cultivate students' practical ability, innovation ability and social responsibility. By participating in social practice activities, university students can combine their theoretical knowledge with practice, deepen their understanding of society and enhance their ability to solve practical problems. Social practice education is also helpful to cultivate university students' teamwork spirit, communication ability and organization and coordination ability, and lay a solid foundation for their future career. In the implementation of social practice education for university students, certain principles should be followed, as shown in Figure 1.

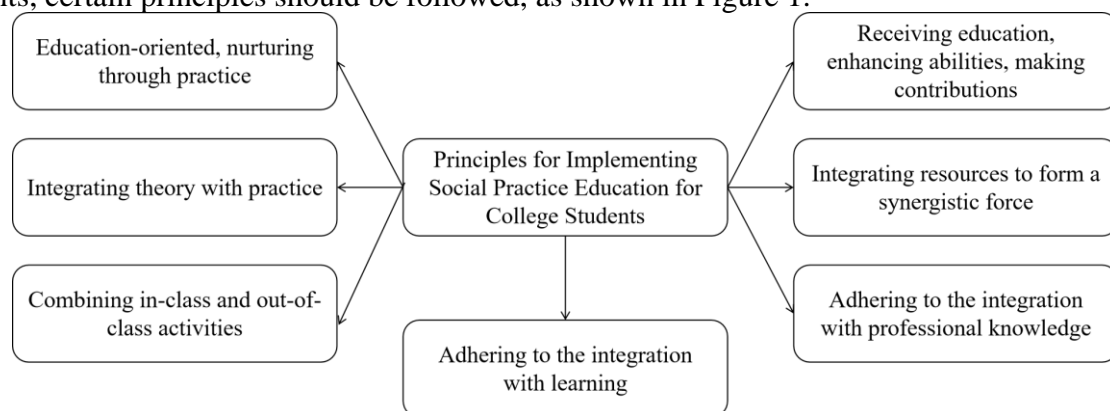


Figure 1 Principles for Implementing Social Practice Education for University Students

2.3. The meeting point of model worker spirit and social practice education

The spirit of model workers and university students' social practice education meet in many aspects. First of all, they all emphasize the importance of practice. Model worker spirit is formed in practice, and social practice education also cultivates students' ability and quality through practice. Secondly, they all focus on cultivating students' sense of social responsibility. The spirit of model workers embodies selfless dedication and high sense of responsibility to society, and social practice education also enhances students' sense of social responsibility and mission by allowing them to participate in social activities. Finally, they all emphasize innovation and enterprising. The spirit of model workers encourages people to pursue progress and innovation constantly, and social practice

education also stimulates students' innovative consciousness and enterprising spirit by letting them get in touch with society and understand society.

3. Curriculum development of social practice education for university students

3.1. Curriculum design ideas and objectives

In the course design of university students' social practice education based on model worker spirit, it is clear that the course aims to cultivate students' comprehensive quality and sense of social responsibility by integrating the essence of model worker spirit with the actual needs of social practice education. The idea of curriculum design revolves around the core concept of "combining theory with practice, paying equal attention to knowledge and ability, and cultivating emotion and values together". It strives to make students not only master professional knowledge and skills, but also deeply understand and practice the spirit of model workers in the process of participating in social practice, and form positive values and career views. The curriculum objectives are embodied in three aspects, as shown in Figure 2:

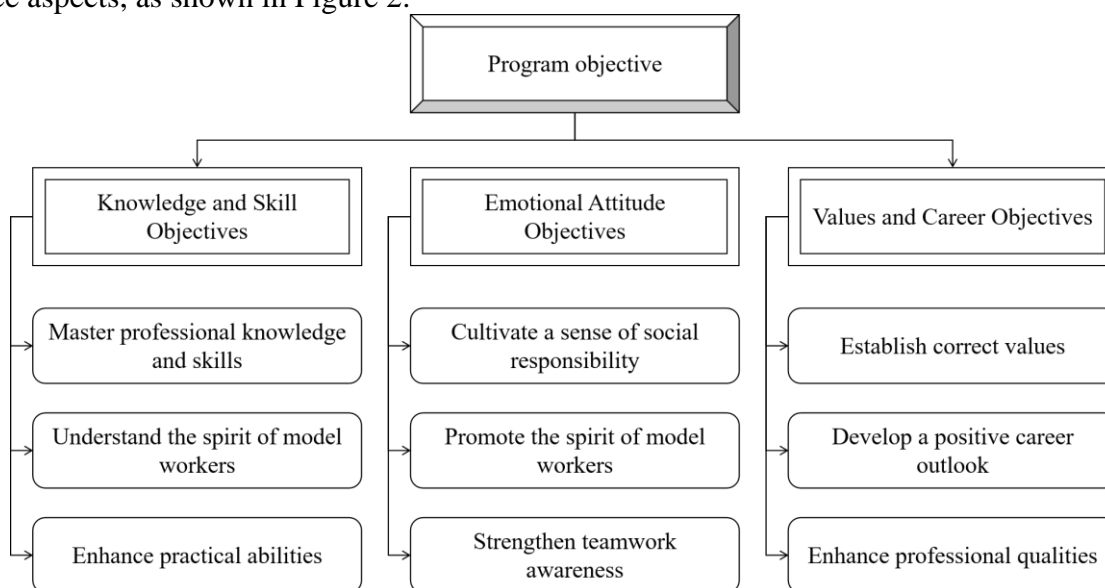


Figure 2 Program objective

3.2. Course content construction

In the course content construction, this article follows the principle of "modularization, serialization and project".

① Design the model worker's mental theory module. It includes the historical evolution, the value of the times and the core elements of the model worker spirit. Through lectures, seminars and other forms, students can deeply understand the connotation of the model worker spirit.

② Setting up social practice skills module. It covers many practical fields, such as social investigation, voluntary service, innovation and entrepreneurship, and enhances students' practical ability through workshops and simulated training.

③ Develop a series of practical projects based on professional characteristics, such as "Action Plan for Inheritance of Model Workers' Spirit" and "Community Service Innovation Project". In this way, students can closely combine the spirit of model workers with social practice in real social situations and realize the unity of knowledge and practice.

3.3. Teaching methods and means

In terms of teaching methods, this article adopts "mixed teaching" mode, combining online and offline resources to realize the diversification of teaching methods. Online through massive open online course, micro-courses and other forms, provide learning resources and social practice case analysis of model workers' spiritual theory, which is convenient for students to learn independently.

Offline, students' sense of participation and experience will be enhanced through group discussions, role-playing and field trips. This article introduces the concept of "flip classroom", encourages students to preview before class, and conducts in-depth discussion and problem solving in class to improve teaching efficiency.

In terms of teaching methods, this article makes full use of modern information technology to create realistic social practice situations, so that students can experience different professional roles in a safe environment and deepen their understanding and recognition of the spirit of model workers. At the same time, establish a school-enterprise cooperation platform, invite model workers into the campus, and carry out face-to-face communication, so that students can feel the charm of model workers at close range and stimulate their learning motivation.

3.4. Curriculum assessment system

Curriculum assessment system pays attention to the combination of process assessment and result assessment, and quantitative assessment and qualitative assessment complement each other. At the same time, this article introduces self-assessment and reflection to encourage students to examine their growth process and promote continuous progress. Finally, a comprehensive and objective curriculum assessment is given by comprehensively considering students' performance in knowledge mastery, skill improvement, emotional attitude and values, which provides a basis for the continuous optimization of the curriculum.

4. Implementation and assessment of social practice education curriculum

4.1. Curriculum implementation strategy

In the process of implementing the social practice education course for university students based on the spirit of model workers, this article adopts multi-dimensional and multi-level strategies to ensure the effective development of the course. In this article, a curriculum steering committee composed of experts inside and outside the school, representatives of model workers, teachers and students is established, which is responsible for the overall planning, design and supervision of the curriculum to ensure the deep integration of curriculum content and model workers' spirit. At the same time, this article implements the "double tutor system", that is, each student is equipped with a professional tutor in the school and a practical tutor from the enterprise or community to jointly guide students' social practice activities and promote the close combination of theory and practice. We pay attention to the integration and optimization of curriculum resources, and use the platform of school-enterprise cooperation to provide students with rich practice bases and project resources, so that they can learn and practice the spirit of model workers in the real social environment.

4.2. Assessment and feedback of course effect

In order to comprehensively evaluate the implementation effect of the course, this article establishes a diversified assessment system. Firstly, this article collects feedback from students, teachers and practice units through questionnaires and interviews, and understands the advantages and disadvantages of the course in terms of content, teaching methods and practical links. Secondly, this article shows and evaluates the students' social practice achievements, and evaluates their gains in knowledge application, skill improvement, emotional attitude and values. In addition, we also pay attention to the impact of courses on students' future career development, and evaluate the role of courses in helping students' career through follow-up surveys and employment data analysis. The assessment of course implementation effect is shown in Table 1.

In the assessment process, this article focuses on feedback and improvement. For the collected opinions and suggestions, we analyze and discuss them in time, put forward improvement measures, and adjust and optimize them in the next round of curriculum implementation. At the same time, we have established a mechanism for continuous curriculum improvement, encouraged teachers, students and practical units to actively participate in curriculum construction and reform, and jointly promoted the continuous improvement and development of social practice education courses for

university students based on the spirit of model workers. Through the virtuous circle of assessment and feedback, we aim to continuously improve the quality and effect of the course and contribute more to the all-round development of students and social progress.

Table 1 Assessment form of curriculum implementation effect

Assessment Dimension	Assessment Methods & Results
Feedback	
Students	Surveys & Interviews: Content rich but difficult points need enhancement; satisfied with teaching methods, more practice desired
Teachers	Surveys & Interviews: Course design reasonable but needs sequence adjustment; resources sufficient but more cases desired
Practice Units	Positive feedback on students' practical abilities, cooperative attitudes, and job performances
Social Practice Achievements	
Knowledge Application	Students can flexibly apply knowledge to solve practical problems
Skill Enhancement	Skills such as communication, coordination, and organization are improved
Attitudes & Values	Deep understanding of the model worker spirit, positive attitudes
Impact on Career Development	
Follow-up Surveys	The course has a positive impact on students' career development
Employment Data	Students who participated in the course have higher employment rates and salary levels
Assessment Dimension	Assessment Methods & Results

5. Conclusions

In the in-depth discussion of this article, the construction and implementation of social practice education curriculum for university students based on the spirit of model workers are comprehensively analyzed. This course can not only effectively improve students' practical ability and comprehensive quality, but more importantly, it can guide students to deeply understand and practice the spirit of model workers, thus cultivating university students with a strong sense of social responsibility and selfless dedication. This discovery fully proves the importance and necessity of this course and provides new ideas and methods for social practice education in colleges and universities.

In the future, there is still a broader space and a deeper level for us to explore in the research of social practice education courses for university students based on the spirit of model workers. We look forward to providing more powerful reference and support for the reform and development of social practice education in colleges and universities through continuous research and practice.

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