

Brief Analysis on Social Service Practice Course Construction in Private University

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Abstract—Nowadays the construction of social service practice curriculum system in private university is imperfect. This paper aimed to improve the current situation of it and hoped the university can raise awareness and take necessary actions. On the basis of survey in several private universities in Wuhan, it was found that the number of relevant courses and experienced teachers was insufficient, so was the special department for social service work. As a result, the number of students participating in social service was small too. In this regard, measures from the government, enterprises, schools and students themselves were proposed. Because of the correlational studies on social service practice courses in private university were few, this study could be a good academic supplement. If it can be recognized and put into action, it will improve college students' social service ability, promote social development and form a positive social atmosphere.

Keywords—Social service practice course; Curriculum system construction; Practice competence cultivation; Private university

I. INTRODUCTION

According to the national education program, colleges have begun to transform into applied and technical universities, the government, enterprises, universities and students attach great importance to the social practical ability of college students increasingly. College students' social practice ability is comprehensive, which is the sum of various subjective conditions that college students need to fully participate in social practice activities and achieve success [1]. Therefore, in order to cultivate college students' practical ability, we need to not only improve their ability of knowledge update and innovation, but also pay attention to their social cognitive ability and social service ability.

Private university is different from public school in many aspects, such as policy advantages, schooling conditions and so on. Therefore, if private university wants to be more competitive, it is necessary for it to equip students with social practical ability which is more in line with the needs of social development. Over these years, private university gradually has paid more attention to students' practical ability, for example, it provides students with internship and competition opportunities, establishes school-enterprise cooperation platform with enterprises, introduces enterprise resources to school to promote higher employment, and so on. But there has been less action on social service, which leads to the

unsound curriculum system of social service practice and inadequate capacity of students in social service directly.

II. THE SITUATION OF SOCIAL SERVICE PRACTICE COURSE IN PRIVATE UNIVERSITY

At present, the public welfare leagues dominate in social service activities. Although it begins late, with the transition of advanced idea of creative talents training, as well as the constant promotion of quality oriented education, it's widely recognized by colleges and has got great concern of society. Some public welfare activities including environment protection, policy preach, legal aid, voluntary blood donation, sanitation propaganda, anti-poverty project, volunteer service and caring donation etc., have got positive supports of the public, especially students, and have attracted lots of students to participate in on their own initiative[2].

The demand for social service is increasing, however, there are not enough relevant courses in universities, college students can not get regular skills and knowledge. It is also unable for university to disseminate social service information to students in a timely and effective manner. Specific performances are shown in the following aspects:

A. The Number of Social Service Practice Course is Insufficient

Social service practice course mainly refers to relevant courses which can improve college students' awareness of social service and enhance their ability to serve society. The courses include such as how importance social service work means to social development, how to obtain resources for social service, how to master social service skills, and so on.

At present, most private universities focus on improving college students' ability of social practice. The purpose is to improve students' working adaptive capacity and to let them be competent for work in a short time. However, there is no substantial connection between the existing professional practice, service activities and course learning, and there is no emphasis on the double benefit of both the service provider and the receiver [3]. Under the circumstances, the student training program contains many courses both theoretical and practical, while social service courses are rarely included. Even if it contains, what occupy them most is a certain section in the course such as ideological or political education, so that they are in low quality and quantity with a perfunctory attitude.

B. The Teaching Competence is Comparatively Weak

Under the influence of the whole social environment, social service has not been the mainstream yet in China at present, except the regions of Hong Kong etc., so the teachers in university who have accepted the training of social service or are familiar with it are minority. Therefore, teachers in private universities seem to be unable to impart knowledge about social service to students.

At present, the practical courses for social work in China have covered many fields (children, women, disabled persons, hospitals, schools, etc.). In terms of teaching content, teachers' experience in the field of social service practice is extremely limited [3]. As the saying goes, "If you want to give students a bowl of water, you should own a bucket of it", Therefore, if teachers are inexperienced in social service, it will directly affect the profound reform in terms of guiding concepts, teaching material and teaching methods.

C. The Course Requirements of Students are Less

College students are confused about their future generally, they may wonder about the future development of their chosen profession, or they even don't like their majors. Therefore, some of them may spend most of their spare time in entertainment or part-time jobs without thinking deeply about their social responsibility or realizing the importance of participating in social practice. They don't join in the school mass organization or the public welfare organization.

It attributes to two mainly reasons: the one is that college students are lack of initiative awareness, another and the more important reason is that there is not enough positive guidance from outside. Both initiative awareness and positive guidance are connected with the curriculum system of school. The insufficient of them makes most students in university have less demand for social service and social service practice courses.

D. The Organization of Activity is Not Mature Yet

As mentioned above, although social service has not been the mainstream in China, it has formed a positive trend among young college students. Many students are willing to participate in social service work. However, many illegal institutions cheat money under the guise of social service and even engage in illegal acts of human trafficking. There has been a lot of negative news about this yet, which has discouraged many willing students.

In addition to the lack of formal channels, there are many other problems, such as chaotic processes, the lack of feedback, imperfect incentive mechanism and so on. These problems are also important factors to influence the organization of activity. It has formed a vicious circle and hindered the development of social service work.

III. THE REASON FOR THE UNSOUND CURRICULUM SYSTEM

From a macro perspective, the causes of the above situation are various, including government policy, personnel managing systems and encourage systems in enterprises, education orientation of school, initiatives of college students and so on.

We will analyze the main reasons which caused the irregular curriculum system in private universities in China as follows:

A. The Policies of Encouraging people to Participate in Social Service are Insufficient

Social service is a collective action that benefits both the people and the country. There have been many comprehensive and popular social service systems in developed countries and regions. In these areas, all citizens are encouraged or forced to participate in social service work to serve the public and contribute to society. Most of these countries and regions have brought the length of social service time into the assessment system of students. For example, the students there no matter what grade should complete the social service work for a certain period of time corresponding to their ages, which means all the people will participate in social service work as long as they accept education.

On the other hand, social service can play the role of punishment. If one person does something illegal, especially juveniles, they may be sentenced to do social service work for a period of time, dozens or hundreds of hours possibly. It is just like a double-edged sword to kill two birds with one stone.

With the strong support of national policies, the concept of social service can be deeply rooted in people's minds gradually. However, domestic policies of encouraging people to participate in social service are not prominent. There are few mandatory regulations, and the publicity of social service and dedication is limited too, which results in the lack of service awareness of the majority of people.

B. The Standards of Employment are Not Sound

The ultimate goal of improving college students' social practice ability is to cultivate talents who are satisfied by the country and the enterprises. The rate of employment is directly related to the future development of the school, especially for private universities, because the employment rate is one of the important factors which can influence the reputation of private universities. Therefore, private universities have provided a series of courses based on recruitment standard of enterprises, and have paid special attention to the needs of employers and selection standards. However, the recruitment and selection criteria of enterprises are not perfect. The post-holding qualification pays more attention to students' education background, internship experience, psychological quality and so on, but rarely involves the examination of social service ability and experience.

The imperfect standards of employment with uninvolved the social service request cause the neglect of this aspect in school education.

C. The Orientation of Talent Cultivation in Private University is Not Reasonable

In the past, the talent cultivation in university attaches more importance to theory than practice, and the courses in university are mostly boring theoretical courses. After then, in order to respond to the national policies, comply with the enterprise's employment requirements and enhance the competitiveness with public universities, private university became to aim the talent cultivation at the practical ability of

students, that is, enable the students to be engaged in work quickly and to bring profits to the enterprise quickly. For many college students without independent thinking, they may follow the school's arrangement and graduate smoothly.

However, from the perspective of social development and progress, college students have sufficient spare time, active thoughts and positive enthusiasm. In the process of talent cultivation, schools should not ignore this advantage. The university has the responsibility and obligation to guide them to do something meaningful for social development and people's happy life.

D. The Service Awareness of Students is Weak

Another important reason why universities do not offer social service courses is that students do not have the demand for such courses, which means they do not want to learn, and do not realize that they should to.

If you ask them about their attitudes towards college students participating in social service, most of the students believe that they are responsible for it after being reminded, and they are willing to participate in actively if they have a safe and reliable channel and sufficient time. But the basis is a "reminder" to them. That is to say, the students' initiative has not been mobilized yet.

Schools are responsible for this. College students spend most of their time in school, but there is no special department to screen out social service projects and offer them to students, there is not special courses to improve students' social service skills either. All these cause the lack of initiative consciousness of students.

IV. THE SUGGESTION OF COURSE CONSTRUCTION

There are many channels to improve the social practical ability of college students, such as enhance the construction of practice base like university-enterprise cooperation, enhance the course construction of internship and practical training like establishing training course matched with theoretical courses or sending students to internship in cooperating organization[4]. But these measures are meaning to improve the practical abilities of college students, and have less impact on social service abilities.

Therefore, private university must build a standardized and effective curriculum system to improve social service practice abilities of college students. The curriculum system should be like this: In line with national policy; to meet the recruitment needs of employers; to provide sufficient conditions for teachers and students to acquire necessary knowledge and skills for social service work; to pay more attention to ideological education about devoting themselves to social service; to select safe and reliable social service information for students and encourage them to participate in, and to give proper encouragement to students who actively participate in to form a good atmosphere, etc..

A. Perfecting Related System of Volunteer Service

National policy is very important in guiding the course construction of university. The government should improve the related system of volunteer service, especially the incentive

mechanism for college students. In terms of social service policies, we can learn more from other developed countries and regions, and we can also put forward specific requirements for the school-age population to participate in social service. For example, students can be required to complete social service at each stage of their studies, the types of service and how to prove them should be clearly defined.

At the same time, the government should provide incentives or other preferential policies for the students or adults who have actively participated in social service, such as in the fields of a higher school entrance, employment, house purchase and so on.

All these measures and suggestions can set a positive example and encourage all the citizens to participate in volunteer service, thereby enhancing civic awareness and the quality of citizens.

B. Improving the Standards of Employment

Enterprises should improve the standards of employment and realize that a good employee should be the one who knows dedication more than taking. In the process of recruitment and employment, enterprises should not only examine the education background and work experience of the candidates, but also examine the psychological quality, ideological and moral level and other soft conditions. Companies should think twice about the employees who only care about their own pay and prospects.

When the enterprise brings the social service experience into the selection conditions, the talent training mechanism of university will be formed, and forcing the university to update the curriculum according to the enterprise's employment requirements, so as to establish a perfect social service practice curriculum.

C. Changing the Traditional Curriculum Development Paradigm[5]

The existing curriculum system has been unable to meet the requirements of both society and students. The university should change the traditional curriculum development paradigm and set up relevant departments to provide quality courses and practice channels for students.

Social service courses are different from traditional courses in demand analysis, course design and implementation. Therefore, if schools want to offer social service practice courses, they must change the traditional curriculum development paradigm and no longer apply the past experience blindly. At the same time, the school should set up relevant departments to collect reliable social service opportunities for college students, such as volunteers, and provide various conveniences for them as possible as they can.

D. Enriching the Education Category

The university should enrich the ideological education category and guide students to establish a correct idea about servicing society.

The ideas and scope of ideological education in university should be expanded gradually. Teachers need to collect more positive cases about college students serving the society and spread them to students, they also need to enrich their social

service experience and then teach students by example. The concept of social service should be spread to students in specialized courses, and they should be guided to establish a correct view of life to serve the society and contribute to human beings.

V. CONCLUSION

Nowadays, college students' practical ability is more important than theoretical knowledge. It can enhance college students' self-confidence by improving their practical ability. The stronger their practical ability is, the higher their self-confidence will be[6]. In addition to internship and training, social service is also very important for that. Though social service practice course is not popular among private universities in China at present, with the development of the society, it will be improved by the following measures:

(1). The government should improve the related system of volunteer service for citizens, especially the incentive mechanism for college students.

(2). The enterprise need to improve the personnel selection criteria. A good employee should be the one who dedicates more than takes.

(3). The private university should change the traditional curriculum development paradigm and set up relevant departments to provide quality courses and practice channels for students.

(4). The teacher should enrich the concept of education and guide students to establish a correct idea about servicing society.

Due to the lack of previous researches, this paper may be faced with the problem of insufficient foundation and weak proof. It is hoped that further research in this field can be

carried out in a certain private university for verification and correction.

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