

Study on the Application and Optimizing Path of “Practice+” Diversified Cooperative Cultivation Model

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Abstract

The “practice+” diversified cooperative cultivation model is practice-oriented guidance, which integrated into the curriculum, scientific research and management services. This model continuously expands the main body of exogenous or potential education and activates the interactive relationship between the “practice+” and the other elements. It explores and applies the mode of “practice+” curriculum, “practice+” scientific research, “practice+” management service and puts forward the mind-sets its optimization from the concept of innovative thinking, multiple subject interaction, establishment and improvement of the coordination mechanism.

Keywords

“Practice+”; diversified cooperative cultivation; moral education to cultivate people; cultivating pattern.

1. INTRODUCTION

Practice is an important point of Marxist philosophy. Marx scientifically clarifies the essence of human practice and its role in understanding and transforming the world, and establishes a scientific view of practice. In his “Outline of Feuerbach”, an important document that focuses on the view of scientific practice, he clarifies that practice is perceptual and object material, and puts forward that all social life is essentially practical, and points out that “philosophers only interpret the world in different ways, but the problem is to change the world.” This is of great help to our understanding and understanding of practice. “Whether a person’s thought and behavior can achieve unity, social practice is extremely important, it can promote the emergence of correct behavior and consolidate into conscious behavior, so as to achieve the unity of knowledge and action.” [1] So what is “practice+”? It refers to the basis of “practice”, through giving full play to the function of practice, more elements will be connected and integrated, constantly satisfied with the needs of human social practice, rich and diversified forms of practical activities. “Human social practice is not limited to one form of productive activity, but to a variety of other forms, class struggle, political life, scientific and artistic activities.” [2]

2. “PRACTICE+” DIVERSIFIED COOPERATIVE CULTIVATION

Multiple collaborative education comes from “collaborative theory”, “the joint action and collective action of the coordination, cooperation or synchronization of each subsystem in the system, the result is to produce the structure and function on the macro scale.” [3] “practice+” multiple cooperative education is to fully realize the characteristic that “the subject, object and intermediary of practice are constantly changing and developing”, and to realize multiple

cooperative education through the two-way movement of subject objectification and object subjectivism. Specifically, it is to integrate “practice+” into curriculum, scientific research and management services, constantly expand the subject of exogenous or potential education, activate the interactive relationship between “practice+” and various elements, and explore the diversified cooperative education model using “practice + ” curriculum model, “practice + ” scientific research model , “practice + ”management service model. “Cooperative education has become a new trend of ideological and political education in colleges and universities, and has become an important factor that affects or even determines the reform and innovation of ideological and political education, education and teaching, and talent training model in schools.” [4].

3. ANALYSIS ON THE APPLICATION OF “PRACTICE+”DIVERSIFIED COOPERATIVE EDUCATION MODEL

3.1. “Practical +”Curriculum Model

Theory comes from practice and guides practice. How does practice combine with curriculum? The implementation of the curriculum can not be separated from the theory of “indoctrination”, but also comes from the practice of training and testing. “Curriculum +” Practice and “Practical +” Curriculum are not simple order adjustment, but contain the idea of thinking. “Curriculum +” practice model is a relatively fixed education model formed for a long time, each educator has formed a consensus, and actively applied to education and teaching. The model of “practical course” not only brings “practice” to the leading position, but also runs through it. This requires educators to rethink the combination of practice and curriculum, how to play a good role in practice, from which aspects to tap the practical elements contained in the curriculum, but also in practice to enrich and optimize the content of the curriculum. Teaching methods, etc. Through three consecutive years of leading students to carry out three rural social practice activities, the author really felt the importance of “practical +” curriculum in the social practice of three villages. First, the “writing course”, writing with a person’s life, since the day we began to write, has never left, about what is writing, how to write, there should be few people calm down to think. This question seems not to be a problem, but it has become a “major issues”. The idea, the structure, the language and so on, we don’t care, the basic format of the text alone is enough for college students to major for a semester. If only from the classroom teaching, then such teaching results are not necessarily effective. Because in the minds of college students, they don’t think writing is a problem. But what is the truth? In the three rural social practice, every day to write news, briefings, interview records and summary reports, research reports and other stylistic texts, these professional requirements, let college students realize that only in practice, can the curriculum understand and apply. Second, “communication course”, people can not do without communication, today’s extensive communication, without communication is almost impossible to survive. In the social practice of three villages, our communication object is very complex, whether it is occupation, age, experience and other factors, to a certain extent, affect the smooth communication. Therefore, at this time the communication is more targeted. Learning to communicate should not only have certain theoretical knowledge, but also practical application. When the knowledge and information of the communication object is less and the language understanding is difficult, how to start from the other side’s point of view, with its understandable language and information output, it is really difficult, and it can not be realized in a short time. Third, “ideological and political theory course” (hereinafter referred to as “ideological and political course”), ideological and political course is a compulsory course for college students, both credit and teaching time have obvious embodiment. The importance and significance of ideological and political courses are self-evident, but the teaching effect and learning effect are not too satisfactory. When we talk about the basic principles of Marxism,

although we give a lot of examples, cases. However, practice is the only criterion for testing truth. Through practice, in their own eyes, bow practice, the real experience of the basic principles of Marxism in life, this effect than let them write a paper, do a few homework to come more effective. The above three courses have more pertinence in practice, practice has inspired the application of the course, but also put forward new requirements, enriched the new content.

3.2. "Practical + "Scientific Research Model

College students are young, Is the most thoughtful, Most dynamic, The most adventurous and innovative group, College is also a person's most creative golden age. Practice oriented, Found problems in practice, Developing scientific awareness, For scientific research, Strengthening scientific research capabilities. "Scientific research as an awareness-raising activity for gathering, processing and creating information, There is no doubt that people's ideas have a very direct impact." [5] Since 2017, I have brought the 2015,2016 three rural social practice members of the six students admitted to master's degree, 54.5% of the team, The class of 2017 in 2019, Seven students have the idea of taking the postgraduate exam, It accounts for 87.5% of the total number of teams. Under the guidance of scientific research projects, innovative entrepreneurial projects, There have been four projects for university students, One project was established as a national university student innovation and entrepreneurship project. Whether it's a graduate student, Or a student who runs a research program for college students, Is in the social practice to find the "problem" research point, "Problem oriented, From shallow to deep. Five scientific research projects focus on precision poverty alleviation, rural revitalization, talent issues, pension issues, left-behind children, social governance innovation and other hot issues for research topics. These problems are perceived from the cognitive level to the practical level. In this process, they have a new understanding of the "problem" before further enhancing the interest and motivation of the research. In the research slowly realized their theoretical knowledge and the lack of scientific research ability, only then strengthened the idea of continuing to study for graduate students. Therefore, we want to ask students where the scientific research consciousness comes from? The answer is from practice, where they constantly find and solve problems, thus cultivating the consciousness of scientific research. After the "mass entrepreneurship and innovation strategy" was put forward, the scientific research consciousness of college students was greatly stimulated, and their enthusiasm for applying for scientific research projects and innovative entrepreneurial projects of college students was generally improved. But there are also some problems to be solved in different degrees. First, the basic research and the awareness of frontier problems are not enough. From the annual scientific research projects of college students, we can see that a large part of the topics are still simple and repeated research. In addition, in the front and hot issues, some outstanding problems or social hot issues of college students are not enough attention, that is, their individual research on their own groups is actually more targeted and applicable. Second, the writing attitude of the declaration is not serious enough, and the application of scientific research projects is mainly presented through the declaration. A high-quality declaration reflects the comprehensive quality and scientific research attitude of the applicant. The overall quality of the application written by students needs to be further improved. Third, the research method is relatively single, the common investigation method, the literature combing method and so on, but like the oral history rule is rare. Of course, oral history law is especially limited to the study of problems. However, these methods are also of great benefit to a beginner scientific growth stage.

3.3. "Practice+ "Management Service Model

In college campus, "service" is more than "management" for college students themselves. In concrete practice, how to do well "practice +" management service? The problem is not new. Almost from the beginning of primary school, we have the concept of "class committee", which

is the practice of students to realize self-management and self-service. This model continues until the university, still in use, but there is no new content. Students obviously do not exercise much ability in this practice, one is too few personnel, a class of about 30-50 people; the other is the acquaintance environment, because of the small number of people quickly familiar with, will not think about more management service innovation. Of course, there are also college and school level group organizations, for example, guiding students to set up theoretical research associations, compared with the class has a great increase in the number of students, but still because of its restrictions on the campus, thus lack of challenge. So, is there a way beyond the constraints of the campus, for college students to provide a greater platform for management services? The emergence of innovative entrepreneurship training platform for college students provides an opportunity. Among the students brought by the author, one student applied to register a college student innovation and entrepreneurship company in his sophomore year, and entered the incubation platform. He created his own team and had a set of management system and system. Clear corporate structure and work-flow. Both in the school, but also outside the school, the company by their independent operation, self-financing. The operation of "practice + "management service model is realized through college students' innovation and entrepreneurship. This model has played an important role in training students' growth and strengthening all-round education. However, due to its small coverage, relatively large challenges, lack of professional teachers and social multi-subject cooperation guidance and other factors, but also further restricted the wide application of the model. The next step, if we want to continue to promote the model, we also need to improve the system, strengthen cooperation between schools and enterprises. A series of regulations should be issued from the aspects of talent training plan, curriculum, credit division, concrete examination and so on, so as to guide college students to grow up in self-management service.

4. THE OPTIMIZING PATH OF "PRACTICE+" MULTI-DIMENSIONAL COOPERATIVE EDUCATION MODEL

4.1. "Practice+" Multiple Cooperative Education Model Should Be Optimized from The Idea of Innovative Thinking

"Practice+" and "+practice" seem to be simple order adjustment, in fact contains the innovation of thinking ideas. Marx pointed out: "whether human thinking has objective truth is not a theoretical problem, but a practical problem. People should prove the truth of their thinking in practice, that is, the reality and strength of their own thinking, and the shore of their own thinking." [6] We are accustomed to the model of "+practice", and pay attention to carrying out practical activities in daily course teaching and talent training, enriching the content and form of practice, and achieving certain goals and objectives in the form of practice. This traditional education model is really effective, and has accumulated rich experience after long-term application. However, the diversity of this subject, due to the lack of coordination, also affected the effect of education. "Practice+" model guidance and starting point is very clear, our platform is based on "practice", all the relevant elements are integrated into this platform, and then effective application. The diversity of the main body of the model is guaranteed and can meet the requirements of coordination. Therefore, we should educate and guide college students to cultivate "practical+" thinking, not only from practice, but also to realize that only through "practice" can we realize the organic unity of knowledge and action.

4.2. The Multi-Subject Interaction Should Be Optimized for the Multi-Subject Interaction

Multiple cooperative education can not be separated from the effective cooperation of multiple subjects. This kind of cooperation needs the effective integration and establishment in the early stage, not to be built, but to be used. For example, school, family and society play an

important role in building people by virtue. We are also fully aware of the importance of home-school cooperation and school-land cooperation, but because of the diversity, diversity and difference of its main body, it does not play a cooperative effect in cooperation. "Practice+" multi-collaborative education mode requires our multi-subject to proceed from "practice", each of them should be their duties, to achieve effective integration of resources, to establish a platform that can be effectively used. For example, the mode of "practical and scientific research", the main body guiding scientific research is also diverse and diverse, their resource endowment is also different, these subjects already lack the sense of synergy, and there is almost no platform for synergy. Therefore, it is difficult for students or more students to have the opportunity to exercise themselves through the practical platform of scientific research. Therefore, we should fully rely on the scientific research practice platform of colleges and universities, the scientific research platform of colleges and universities has established a relatively fixed research team, has a clear research direction, the overall quality of the research team is relatively high, they have established a wide range of contact platforms with local, enterprises and institutions, and also have scientific research funding security. These have significant advantages for systematic and purposeful cultivation of students' scientific research awareness and enhancement of scientific research ability. In order to realize the benign interaction of multiple subjects, it is necessary to establish a "one-to-one" and "one-to-many" interactive platform, so as to guide the scientific research team of college students to realize the specific and meticulous guidance of scientific research topics, write application forms, draw up research plans, and carry out research experience. The multiple subjects of scientific research institutions form a coordinated consensus and benign interaction, which has integrity and systematization in guiding students' scientific research, promoting the integration of learning and research, and realizing the mutual integration of practical scientific research and education.

4.3. "Practice+" Multiple Cooperative Education Model Should Be Optimized from Establishing and Perfecting the Cooperative Mechanism

From exploration to application, there are still some obstacles and puzzles, and even many problems that need to be solved in time. College students go out to practice activities, need layer by layer examination and approval, signature and seal, sign a letter of commitment, contact transportation, docking destination reception arrangements, financial support, financial reporting and so on, complex procedures, energy consumption, There is also a huge pressure on safety responsibility. These obstacles are enough to keep away teachers who are unwilling to practice, and to let teachers with strong will from enthusiasm to water. "It is the responsibility of the family, the school, the government and the society to run a good education". [7] Therefore, it is necessary to establish and perfect the working mechanism, the benign interaction mechanism and the effect evaluation and feedback mechanism of the diversified cooperative education, so as to ensure the effective implementation of the "practice+" diversified cooperative education model.

5. CONCLUSION

In a word, "practice+" diversified cooperative education model is guided by "practice", integrates "practice+" into curriculum, scientific research and management service, continuously expands exogenous or potential educational subjects, activates the interactive relationship between "practice+" and various elements, explores and applies the diversified cooperative education model of "practice +" curriculum model, "practice +" scientific research model and "practice +" management service model, and puts forward the optimization from three aspects: innovative thinking idea, multi-subject interaction and establishing and perfecting cooperative mechanism, so as to realize the effectiveness and pertinence of

“practice+” diversified cooperative education in the establishment of people in colleges and universities.

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