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Improving college students' social adaptation ability through ideological and political courses

Xiaoyan Li

Guizhou Polytechnic College of Communication, (CHINA)

E-mail : 928139975@qq.com.

ABSTRACT

As compulsory courses, the ideological and political courses of institutes of higher learning can strengthen the moral integrity and political awareness. They are also the main method of moral education in institutes of higher learning. Ideological and political courses can improve the comprehensive development of college students and enable college students to become eligible successors and constructors of socialism. Nowadays, well-rounded talents are badly needed and social adaptation ability is an essential factor in students' competence in labor market. Ideological and political courses, however, can provide students with right guidance and improve students' capability in social activity and the capacity to resist setbacks. In this way, the students can better adapt to the society.

KEYWORDS

Ideological and political courses; Institutes of higher learning; Social adaptation ability.



INTRODUCTION

As the important method of moral education, ideological and political courses of colleges are responsible for systematic Marxism education. These courses also can complement students' thoughts with Marxism-Leninism, MAO Zedong Thought, Deng Xiaoping Theory and "Three Represents" thoughts. To fully apply ideological and political courses is also the manifestation of the education policy of the Party. The improvement of college students' thoughts is also the essential feature of the education in socialist society and also the guarantee of the Party and the country's long-term development.

Ideological and political courses can help college students set up the correct world outlook, the outlook on life and values. They can also systematically explain Marxism's education mission while effectively help students to stabilize their ideals and faith. The contents of these ideological and political courses fully show the law of social development, which is of practicalness, innovativeness and scientificity. Therefore, the function of ideological and political courses is not only limited to guiding students in life and study, but they can also improve students' social adaptation ability.

THE CURRENT SITUATION OF STUDENTS' SOCIAL ADAPTATION ABILITY

As the special talents educated by institutes of higher learning, the basic condition for students to enter society is to acquire the ability to adapt to the society. Yet college students rarely acquire such adaptation ability because they get to know the society so late. They only have some basic knowledge but not the real ability. However, according to relevant studies about college students' social adaptation ability, students' social adaptation condition can be divided into three different types: enrolled students' condition, graduated students' condition and ideological and political clubs' members' condition.

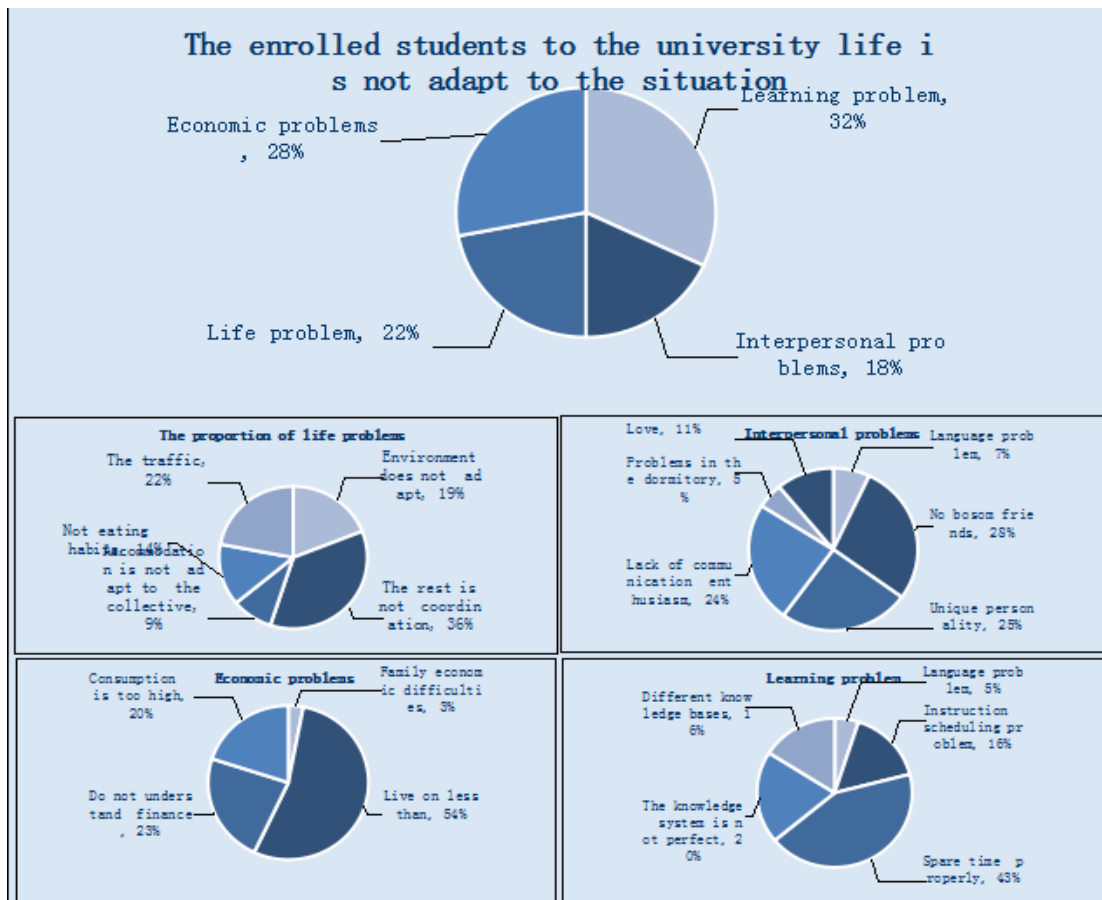


Figure 1 : The enrolled students to university life**Social adaptation condition of enrolled students**

According to the research report of students' social adaptation ability, 86% of the enrolled college students can adapt to college life well. Moreover, they can also improve themselves through taking part in all kinds of social activities and study activities. Yet 15% of the students still cannot adapt to college life well. The specific situation of college students' social adaptation ability is shown below (see Figure 1).

Failing to adapt to college life is mainly shown in problems in study, problems in interpersonal communication, problems in life and economy. These problems also have a lot of small aspects. From long-term observation of the research report, we can realize that generally speaking, most of the students can get over these problems under the help of parents, friends and teachers. Other students then still need to postpone their graduation time even though they've got psychological and behavioral adjustment. Apart from the two types of students mentioned above, the rest of the minority will drop out or fail to graduate because they cannot adapt to college life.

Social adaptation condition of college graduates

Because the age level of students of institutes of higher learning is also relatively higher, the students will have some social adaptation ability, but not all kinds of social ability. According from statistics, nearly 31% of the college students have some uncomfortable feelings after entering society, failing to fully adapt to the society. The number of the graduated students who cannot adapt to the society is much larger than students who are still enrolled in school. This is mainly due to the increased pressure in social competition. The social environment students face after graduation is always the direct social reality and students have no choice. It is very hard for them to tolerate the pressure from work but they cannot change their jobs too often. Thus, it becomes very difficult for them to adapt to the society.

Social adaptation condition of students of ideological and political clubs

The institutes of higher learning in our country always pay great attention to ideological and political courses and these courses in practice are the essential form of moral education of college education. Therefore, we can carry out the second class of ideological and political courses by creating some practical activities. Ideological and political clubs are a typical example of this. In these clubs, members will take part in all kinds of different activities to learn ideological and political knowledge taught by assigned teachers. They can also put the knowledge in practice. These activities and clubs can enrich the ideological and political courses as the second class of them. Also, citing from the statistics, only 2.8% of the students in ideological and political clubs cannot adapt to society after graduation. Therefore, it is evident that students in these clubs can acquire good social adaptation ability.

THE INNER LAW OF FORMING STUDENTS' SOCIAL ADAPTATION ABILITY**The forming of dynamic and static condition**

The development of students' social adaptation ability through ideological and political course is a dynamic process. It enables students to gradually adapt to college life and society, making the development to meet the moral needs of social environment and creating a balance between individual

development and social development. With the improvement of students' social adaptation ability, individual cognitive ability will stay in a stable condition. This condition will have new changes as the outlook of college students changes, moving into a new adaptation period. But the new change may also lead to the weakening of social adaptation ability. Hence, the forming of students' social adaptation ability is a spiral process. It circulates as the social situation changes. The development of students' social adaptation ability cannot be achieved in a short time and it requires a large amount of time.

The combines action of internal and external causes

The occurrence and development of students' social adaptation ability is closely related to its internal and external factors. But the external and internal factors are different in status and function. External factors, as the changing condition, can bring essential change to students' adaptation ability. The internal factor serves as the foundation of the changes, creating accumulation in numbers for the development of adaptation ability. The external factor affects students' social adaptation ability through the internal factor. The forming process of the college students' social adaptation ability is mainly driven by internal cause as a driving force, to form the individual initiative to adapt to the social development. The external environment for the development requirements of the college students belong to the external cause. Therefore institutes of higher learning's ideological and political courses need to actively encourage college students to adapt to social development, and gradually adapt to the environment, so as to ultimately achieve individual development and social environment of balance and harmony. And institutes of higher learning's ideological and political courses should also pay attention to the influence of the external cause, for the college students' social adaptation ability cultivation, and to shape a good natural environment, campus environment and social environment. In this way, we can promote the transformation of the role of college students, strengthening college students' social adaptation ability.

The unity of inheritance and development

Due to the changing and developing social environment, the forming of students' social adaptation ability should also be a progressive process. In the process, students should drop inappropriate adaptation ability and try to learn more new advanced things to meet the need of the time and enrich their social adaptation ability. When students get to a new environment which does not have the features and things in the previous environment, study and life usually require active participation. College students then need higher adaptation ability when entering society. Thus, students have to pay more attention on the independence of life in college. In work, students need to combine their own learning content with work and life closely, becoming more independent in study to demand, constantly learning new knowledge, and acquiring the ability in working. And this kind of social environment also requires the college students to strengthen the initiative consciousness and independence in order to better adapt to social development. Ideological and political courses need to uphold the idea of social development to guide college students to improve their social adaptation ability, providing excellent reserve force for socialist construction.

THE INNER LAW OF FORMING STUDENTS' SOCIAL ADAPTATION ABILITY

This article takes students of a certain institute of higher learning as objects of study. Because of the large number of object of investigation, the great difference in the distribution of subjects, gender and political landscape. Therefore, we decide to take random stratified sampling method, controlling the sample size as 1000 which is 10% of the students in class. The results of the study are shown below (see TABLE 1).

According to the results, we can see the numbers go up greatly during 2009-2013, which indicates the effects of ideological and political courses have on students. Yet it also implies that ideological and political courses should strengthen teachers' attractiveness innovate teaching methods according to students' features.

TABLE 1 : The numbers go up greatly during 2009-2013

Problem	Options	2009/%	2013/%
Colleges and universities ideological and political theory course of necessity	necessary	40.8	68.4
	Just so	48.7	23.5
	not necessary	10.5	8.1
Ideological and political theory course of study interest	Very interested	9.5	17.2
	Great interest	21.6	38.4
	Less interest	55.7	34.5
	No interest	13.2	9.9
	Originally, love, now more like	7.1	13.1
Study of Ideological and political theory class.	Originally don't love, now some love	13.7	16.7
	No matter, existing some love	23.6	34.5
	Originally, love, now do not love	20.5	13.2
	Originally didn't love, now more don't love	18.7	9.4
	No no, now don't love	16.4	13.1
The teacher's teaching level	Very good	25.4	26.3
	Good	42.7	45.1
	general	27.8	25.4
The basic characteristics of Ideological and Political Theory Course	Not so well, I'm afraid	4.1	3.2
	To make clear	18.4	33.4
	More clearly	65.3	54.7
Thinking about the degree of political theory course and students	Vague	16.3	11.9
	Very good	30.8	46.5
	general	45.7	38.7
The overall evaluation of Teachers	Not good enough	23.5	14.8
	It is easy to close, very helpful	20.5	38.7
	General close to, help	55.7	49.7
	Not too close, not very satisfied	18.4	9.1
	It is difficult to close, very dissatisfied	5.4	2.5
The overall evaluation of Ideological Political Theory	There is a rational, enlightening	27.1	40.2
	There is a rational, not inspiring	45.6	37.5
	The general lack of clarity, vivid	8.7	15.9
	Dull	18.6	6.4

STRENGTHENING THE POWER OF IDEOLOGICAL AND POLITICAL COURSES ON THE DEVELOPMENT OF SOCIAL ADAPTATION ABILITY

Ideological and political courses are designed according to students' demand in their development. Therefore, they are very effective in helping students to adapt to society and form good habits. Besides, they can also develop students' strong will, serving as guidance to adapt to society. To strengthen the power of the ideological and political courses, we should deal with their problems first. The problems are shown below (see TABLE 2).

Aiming at the problems above, ideological and political courses of colleges should provide college students with correct guidance, enabling them to fully realize and develop themselves from social environment. Through a variety of teaching methods schools should promote college students' interpersonal skills, from different angles about the importance of interpersonal communication in social life, and guide college students to establish a harmonious interpersonal environment. In this process, we need to strengthen students' ability to resist setback, enhance the regulation ability of college students themselves so as to improve their social adaptation ability. By various forms of exercise, we can change the incorrect self-cognition of college students. In this way, we can strengthen their ability to resist setback, and guide college students to be braver in the face of adversity. Because of the difference of students' growing environment, ideological and political courses teach college students not to try to change others, but should start from their own, correcting incorrect self-cognition. Thus, by letting their own social adaptation ability to be enhanced in osmosis, the self-development of college students can be realized.

TABLE 2 : Problems

At present, the main problems of College Ideological and political theory course practice teaching under	
Lack of unity	Social practical connotation is not unified
	Practice teaching curriculum standard is not unified
	Practice teaching operability and lack of agreed to clear understanding
The lack of normative organization	There is no complete teaching plan
	There is no unified syllabus
	There is no uniform standards of teaching
	Teaching practice is not clear
	Teaching is not uniform
	The teaching content is not standard
	The lack of the corresponding management system
The lack of incentive system	
The lack of extensive participation	In the isolated state
	Open too strong
	Involves too wide
	Many restricted factors
	The operation is difficult
The implementation of a lack of effectiveness	Suction style of practice teaching
	Lack of training and instruction of the corresponding
	The disconnection between theory and Practice
	The problem of serious formalism
	The student survey time is short
	Investigation report of quality is not high

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