

Current Status and Optimization Strategies of Social Emotional Education for College Students in the New Era

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ABSTRACT

At present, there are some problems in the curriculum of social emotional education in colleges and universities, such as insufficient development efforts, a lack of adequate understanding among college students of the importance of social emotional education, and relatively less qualified teachers. Therefore, it is necessary to strengthen the emphasis of social emotional education courses in colleges and universities, improve the teachers and professional level, so as to improve the cognition of the importance of social emotional education of college students, and effectively promote the sustainable development of social emotional education of college students in the new era.

KEYWORDS

New Era; College students; Social emotional education

1 Introduction

Social emotional education helps to improve college students' abilities in self-awareness, self-management, social awareness, interpersonal skills and responsible decision-making, thus enhancing students' overall quality and promoting their all-round development. However, there are still some problems in the development of social emotional education for college students in China, which need to be further optimized.

2 Current Status of College Students' Social Emotional Education

At present, the development of social emotional education courses in colleges and universities is insufficient, college students lacks sufficient understanding of the importance of social emotional education, and the teachers of social emotional education are relatively less qualified. These factors limit the development and improvement of college students' social emotional ability.

2.1 Insufficient Development of Social Emotional Education Courses in Colleges and Universities

The development of social emotional education courses in Chinese universities is insufficient. At present, although the educational circles have gradually recognized the value of social emotional education, most colleges and universities have not incorporated it into a systematic and comprehensive curriculum system, and their curriculum arrangement still mainly focus on the

improvement of students' professional knowledge and skills. Meanwhile, there is a lack of attention and resource investment in social emotional education, which have led to the absence of social emotional education in the curriculum of colleges and universities, and further made it difficult for students to systematically improve their social emotional ability on campus. In addition, in some colleges and universities, social emotional education often serves only as an elective course or extracurricular activity, which limits the popularity of courses and the participation of students^[1]. At the same time, the content of social emotional education courses in these colleges and universities only stays on the surface, lacking depth and systematicness, which makes it difficult for students to effectively improve their social ability in such courses. It is thus clear that the insufficient development of social emotional education courses in colleges and universities directly restricts the development of students' social emotional ability.

2.2 Insufficient Understanding of the Importance of Social Emotional Education among College Students

At present, many college students do not pay enough attention to the social emotional education, which affects students' enthusiasm to participate in relevant courses, and limits the development of their social emotional ability. Specifically, many college students pay more attention to the improvement of their own academic performance and professional skills, but lack understanding of the importance of social emotional ability. Such a concept is closely related to the current educational evaluation standards, which tend to focus on the investigation of students' learning and vocational skills, while the evaluation and recognition of social emotional ability are less. In this context, students and their parents generally regard academic performance and professional skills as the main criteria for evaluating students' success, while the development of social emotional ability is regarded as a secondary factor. It leads to lower social emotional ability of college students. In addition, contemporary college students face greater academic pressure, employment pressure and life pressure, which limits the time and energy of students to participate in social emotional education^[2]. It is clear that college students' insufficient understanding of the importance of social emotional education directly restricts the promotion and implementation of social emotional education, and also affects the improvement of students' social emotional ability.

2.3 Less Qualified Teachers of the College Students' Social Emotional Education

Less qualified teachers in colleges and universities directly limits the quality and effectiveness of social emotional education. The shortage of teachers is not only reflected in the insufficient number of teachers, but also in the substandard professional quality and educational ability of teachers. First, many colleges and universities fail to attach great importance to the training of teachers in social emotional education. As social emotional education has not been paid attention to in the whole curriculum system of colleges and universities, many schools pay insufficient attention to the training of teachers' teams, and as a result, the number of social emotional education teachers in colleges and universities is insufficient, which is difficult to meet the needs of students^[3]. Second, there are deficiencies in the professional quality and teaching ability of college teachers engaged in social emotional education at present. Social emotional education teachers need to have the profound theoretical foundation, rich practical experience and good emotional management ability. However, many social emotional education teachers lack the necessary professional background and systematic training, which makes it difficult for teachers to carry out teaching works effectively. Third, the career development and incentive mechanism of social emotional education teachers in colleges and universities are not perfect. Due to the low status of social emotional education in

colleges and universities, teachers engaged in this kind of education are limited in career promotion and development opportunities, and it is difficult for them to obtain the same career development opportunities as teachers of other disciplines. This is not conducive to attracting and retaining talented teachers of social emotional education, thus resulting in the loss of talents and the further unqualified of teachers. Fourth, the professional training and continuing education of social emotional education teachers are also inadequate. At present, many colleges and universities lack professional training programs for teachers of social emotional education, resulting in a lack of professional development and training opportunities for teachers in their careers, which limits the updating of teachers' professional knowledge and the improvement of their teaching skills, thus affecting the quality of education and the learning experience of students.

3 Optimization Strategies of Social Emotional Education for College Students in the New Era

In the new era and new stage, colleges and universities should pay more attention to social emotional education courses, improve students' cognition of the importance of social emotional education, and enhance the teachers' abilities and professional level of social emotional education, so as to effectively promote the sustainable development of college students' social emotional education in the new era.

3.1 Strengthen the Importance of Social Emotional Education Courses in Colleges and Universities

Colleges and universities should incorporate social emotion education into core courses or compulsory subjects. In this regard, the education management department should issue specific policies, which should be implemented by colleges and universities to ensure that the social emotional education can become a compulsory course for students and every student can systematically receive social emotional education.

In colleges and universities, the course content and form of social emotional education should also be systematically planned and designed, especially combining the theoretical learning with the practical application^[4]. To this end, colleges and universities should adopt multiple teaching methods such as situational simulation, group discussion and project-based learning to enhance the interactivity of social emotional education, so that students can practice in real situations and enhance their social emotional abilities. For example, the construction of situational simulation laboratories can make students cope with various emotional and social dilemmas in simulated environments. In addition, colleges and universities can also develop online courses related to social emotional education, and provide multimedia learning resources and interactive links, so that students can continue to study and practice social emotional skills in their spare time.

3.2 Improve College Students' Cognition of the Importance of Social Emotional Education

Colleges and universities can conduct a series of lectures and seminars on social emotional education, and invite education experts, psychologists and industry experts to share their experiences and insights, so as to demonstrate the application of social emotional skills in personal growth and career paths, and enhance students' awareness of the importance of social emotional education. At the same time, colleges and universities can set up interactive links to guide students

to communicate directly with experts, so as to stimulate students' interest in social emotional education.

Colleges and universities should use campus media to publicize the social emotion education. Among these media, official websites, social media platforms, emails and bulletin boards are effective tools for disseminating information and resources related to social emotional education. To this end, colleges and universities can produce promotional videos to attract students in a vivid form and enhance students' interest in social emotional education. At the same time, colleges and universities can also distribute social emotional education manuals and guides to students and parents at the beginning of the semester to enhance new students' understanding of social emotional education.

Colleges and universities should also carry out rich extracurricular social emotional education activities, such as establishing social emotional education clubs or interest groups, and holding regular practical activities such as seminars and book clubs, so that students can exchange their learning experience and life experience of social emotional education, so as to strengthen students' understanding of social emotional education^[5]. In addition, colleges and universities can cooperate with communities, enterprises and public welfare organizations to engage students in volunteer services, social researches and internship practices, so that students can improve social emotional skills in real environments.

3.3 Improve the Teachers' Qualification and Professional Level of Social Emotional Education in Colleges And Universities

When recruiting and selecting social emotional education teachers, colleges and universities should clearly specify relevant professional requirements, and give priority to candidates with backgrounds in psychology, education or social work, so as to ensure that the faculty team has the necessary professional knowledge and practical experience, and can effectively guide students.

Colleges and universities should establish a continuous professional training and continuing education system. Colleges and universities should regularly hold teacher training workshops and seminars, and invite experts in the field to conduct special lectures and training, so as to help teachers update their teaching knowledge and improve their teaching skills in a timely manner^[6]. The training content should cover theories, teaching methods, curriculum design, latest research and practical cases of social emotional education, etc. In addition, the training should combine the theoretical learning and the practical operation, and introduce the simulation teaching, case analysis and field visits, etc., so as to improve teachers' practical teaching ability and make them competent for diversified teaching tasks. Colleges and universities should improve the professional development and incentive mechanism of social emotion education teachers. Colleges and universities should incorporate the teaching and research results of social emotional education into the standards of teacher performance evaluation, title evaluation and promotion, so as to establish a reasonable teacher evaluation system. At the same time, a special award fund should be set up to commend and reward teachers who have outstanding performance in the field of social emotional education, so as to stimulate teachers' work enthusiasm and innovative spirit. In addition, colleges and universities should provide teachers with diversified career development paths, such as creating research centers for social and emotional education, supporting teachers to engage in relevant research and practical innovation, and encouraging them to participate in academic conferences at home and abroad to broaden their academic horizons.

4 Conclusion

Social emotional education can help to train college students to be well-developed talents with strong sense of responsibility, empathy and good social adaptability. Therefore, colleges and universities need to pay attention to the development of social emotional education. However, strengthening the social emotional education of college students is a complex and systematic project, which needs the joint participation and efforts of many aspects. Therefore, educators, policy makers, parents and all sectors of society should work together, constantly explore and practice, and continuously improve the social emotional education system, so as to lay a solid foundation for the all-round development of college students. Looking forward to the future, it is expected that social emotional education in colleges and universities will achieve better results and cultivate more outstanding talents with comprehensive qualities and strong adaptability.

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