Exploration on the Adaptive Education Mode for Freshmen Based on the Concept of Refinement

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Keywords: Freshmen; Adaptive education; Education mode; Concept of refinement.

Abstract. Adaptive education is the basic content of ideological and political education in universities. It not only affects students' growth and development, but also affects universities to complete the fundamental task of enhancing morality and fostering talents. Taking a university of technology in Wuhan as an example, this paper investigates the adaptability of freshmen through questionnaire survey, and analyzes the problems of adaptive education in universities through literature retrieval. On this basis, an adaptive education mode for freshmen based on the concept of refinement is explored.

Introduction

Freshmen are undergoing the "psychological weaning" and a transition from basic education to higher education. They have to go through a series of adaptive events, such as self-care, self-education, and self-management [1].

The adaptive education is a purposeful, planned and organized education aimed at helping freshmen coordinate with university in thought, psychology and behavior, and achieve full development [2]. As the basic content of ideological and political education in universities, it not only affects students' growth and development, but also affects universities to complete the fundamental task of enhancing morality and fostering talents. At present, most universities carry out adaptive education for freshmen. However, there are many deficiencies in the regular education modes, which cause many senior students in universities to still have serious problems due to their inadaptability.

In 2017, The Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities Under the New Situation pointed out that ideological and political work in colleges and universities should "adhere to the all member, whole process and all-round education," and "adhere to the law of education, the law of ideological and political work, and the law of student growth to make the work more scientific and refined." The ideological and political education based on the concept of refinement requires meticulous education, guidance, management and service for students to make education more standardized and orderly [3].

As the concept of refinement is widely used in ideological and political education of university students, it is of great significance to apply it to the adaptive education for freshmen and explore a more scientific and effective education mode.

Case Study on Freshmen’s Adaptability

This research took the freshmen from a university of technology in Wuhan as the research object. Data were collected through questionnaire survey, supplemented by sampling interview. Questionnaire on University Freshmen's Adaptability [4, 5] mainly investigates the adaptability of freshmen in life, study, psychology and interpersonal communication. 483 questionnaires were issued and 480 valid questionnaires were collected with an effective rate of 99.4%. Male students accounted for 65.21% and female students 34.79%.
According to the survey, the overall adaptability of freshmen is not very good. Nearly 70% of the freshmen have different degrees of maladjustment to college life, which is mainly reflected in four areas: life, study, psychology and interpersonal communication, as shown in Fig. 1 and Fig. 2.

![Figure 1. The Adaptability of Freshmen.](image1)

![Figure 2. Areas Freshmen do not Adapt to.](image2)

**Life Adaptability**

Firstly, living environment difference is the first challenge faced by freshmen from different places. 36.43% of the freshmen do not feel comfortable with the climate and diet.

Secondly, the self-care ability of freshmen is insufficient. 34.81% of freshmen feel they have difficulties taking care of themselves but can overcome them; a further 2.1% say it is very difficult to overcome. In China, in order to make high school students focus on their study, parents take care of their daily life. However, in universities, things previously arranged by parents need to be completely coordinated and handled by themselves, making freshmen feel at a loss.

Thirdly, freshmen are not good at time planning. Only 34.41% of them think they have arranged their spare time well, while 39.07% feel empty and 26.52% feel busy and hard. Compared with the single, closed and restricted high school life, life is more diversified, open and free in university. Some freshmen are immersed in activities, which affects their studies. Some use mobile phones and laptops to continue their study or entertainment at night, forming a habit of going to bed late and getting up late.

**Study Adaptability**

Firstly, without the pressure of the college entrance examination and the supervision of teachers, the motivation of freshmen is insufficient. In the survey, 73.95% of the freshmen believe that learning is very important or relatively important. But 28.69% of them seldom take the initiative to learn. In addition, 75.26% of them don’t know their major at all or not very well. 67.20% of them lack a clear goal. It can be seen that freshmen have a good understanding of the importance of learning, but lack of motivation due to weak interest and unclear goals.

Secondly, the changes in the learning environment, requirements and methods are a severe test for freshmen who are accustomed to cramming teaching and writing tactics. 21.37% of the freshmen think they are not used to the learning methods, and 33.47% feel that the courses are difficult.
Psychological Adaptability

Firstly, some freshmen are out of balance. 52.41% of the freshmen feel a psychological gap after entering university. The fierce competition in the university makes them lose their sense of superiority and feel depressed. In addition, some students from rural areas or families with economic difficulties feel inferior.

Secondly, after the college entrance examination, students lack life goals and feel at a loss for their future development.

It is worth noting that only 11.48% of the freshmen are willing to seek help from the psychological counseling center of university when encountering psychological problems. More students are willing to seek help from their parents, relatives and friends, while 19.27% do not plan to seek any help.

Interpersonal Communication Adaptability

Firstly, most freshmen are experiencing group life for the first time. They are not used to getting along with students from all over the country with different personality traits, living habits and growing backgrounds. 5.92% of the freshmen don't get along well with their roommates, and 15.60% are not familiar with their classmates.

Secondly, university teachers seldom communicate or instruct after class, which makes freshmen feel left out. 26.48% of the freshmen say there is little chance to communicate with teachers.

Thirdly, freshmen are in a stage of physical and psychological development, and they have got rid of the control of parents and teachers on puppy love, so they have a strong expectation to communicate with the opposite sex. However, improper handling of love relationship and love failure cause problems for students. 18.11% of the freshmen think they can not handle romantic relationships well.

Current Situation of Adaptive Education for Freshmen

Through searching the relevant literatures from 2015 to 2019 in CNKI, Wanfang and other databases, the problems of adaptive education for freshmen in universities has been summarized.

Insufficient Awareness of Importance

Adaptive education is a special content of university students’ ideological and political education according to the group characteristics of freshmen. It shoulders the important task of guiding freshmen to complete identity transformation and self-adaptation as soon as possible, which is the important beginning and solid foundation of university students’ ideological and political education [6].

At present, some universities ignore the important role of adaptive education for freshmen, and regard it as a subordinate content of entrance education, or simply equate it with entrance education, which results in the neglect of adaptive education.

Rush Schedule

Freshmen’s adaptation takes about a year, which can be divided into three periods: honeymoon period (month 1-3), slack period (month 4-8) and growth period (month 9-12) [7].

However, at present, most universities carry out adaptive education for freshmen only in the first 1-2 weeks, which directly leads to the shrinkage of content and simplification of methods. When freshmen first enter the university, many problems have not been exposed and they cannot receive education in a short time. However, when they face the adaptive problems, adaptive education has already ended.

Lack of Systematic Content

At present, there is no systematic content in adaptive education for freshmen in many universities, which is mainly reflected in the following aspects. First, the content is divorced from the real life of university students, making it difficult for freshmen to have a sense of identity and realize its
importance and necessity. Second, the education is not progressive and does not follow the rules of student development. Third, adaptive education in most universities takes the form of large classes, with too much emphasis on commonness while ignoring individual differences of freshmen.

**Single Approach**

Good teaching methods can make students participate actively and improve the teaching effect [8]. Most of the traditional adaptive education adopts the mode of preaching. Teachers teach by book and students learn by rote, which damps the enthusiasm and initiative of freshmen. In addition, the adaptive education in most universities depends only on the student work team, while ignoring the power of other departments, parents, freshmen themselves and the society.

**An Adaptive Education Mode for Freshmen Based on the Concept of Refinement**

According to the adaptability of freshmen and the problems in current adaptive education, this paper proposes an adaptive education mode for freshmen based on the concept of refinement, as shown in Fig. 3.

![Figure 3. An Adaptive Education Mode for Freshmen Based on the Concept of Refinement.](image)

**Full Participation**

Universities should establish an organizational structure led by the university party committee, dominated by student affairs department, coordinated by educational affairs, logistics and other relevant departments, and implemented by colleges. Counselors should play a leading role in adaptive education. The head teachers should guide the freshmen to set up academic vision. Making use of the advantages of peer education, the deeds of excellent senior students should be promoted to set examples, and student cadres should participate in adaptive education.

99
At the same time, the communication between university and family is one of the effective ways.

Whole Process Management

According to the different characteristics of the three periods of adaption, adaptive education is divided into three stages.

The first stage is adaptive education of fitting in. At this time, freshmen are new to campus and are unfamiliar with everything. Adaptive problems are mainly reflected in life and interpersonal relationships. It is particularly important to help freshmen get familiar with campus environment, adapt to environmental changes and integrate into collective life.

The second stage is adaptive education of learning. At this time, freshmen face the first final exam in university. The sudden surge of learning pressure makes freshmen who have not yet adapted to the learning environment and learning methods feel confused and depressed. In this regard, we should focus on helping freshmen to solve the problems of learning adaptability, so that they can regain confidence and meet the challenges in learning with a positive attitude.

The third stage is adaptive education of development. This stage is mainly aimed at students' lack of learning motivation, lack of clear college career planning and other psychological adaptability problems. It is necessary to guide and help freshmen to understand themselves, to establish reasonable short-term goals and long-term goals, to formulate specific implementation plan, so as to make freshmen clear the direction of development and stimulate internal motivation.

All-round Education

The content of adaptive education for freshmen should include patriotism education, military training, school discipline, safety and health, funding policy, communication activities, learning experience sharing, introduction to majors, mental health education, ideal and faith education, career planning and guidance, etc. Every stage of the education should have a plan, a theme and a focus, so as to solve the adaptability problems of freshmen in an all-round way.

Four Combinations

The combination of enriching content and widening channels makes adaptive education attractive. The content should be oriented to the needs of students. For example, in the face of freshmen's strong dependence on mobile phones and other mobile terminals, traditional methods such as preaching, confiscation and prohibition can no longer have a good effect. It might be a good idea to recommend good APPs to guide students to correctly understand and use mobile terminals. At the same time, it is necessary to explore effective ways and make full use of the Internet and new media to enhance the attractiveness of education.

The combination of universal education and individual education makes adaptive education targeted. Universal education guarantees the comprehensiveness and coverage. However, in the face of the differences in freshmen's adaptability, it is necessary to subdivide the objects and carry out individual education in a targeted way.

The combination of information collection and application makes adaptive education effective. It is necessary to carry out surveys, symposiums, individual interviews, and visit classrooms and dormitories to gather information, including the demand information before education, process evaluation during education, and feedback after education in each stage of adaptive education. All the information should be used to optimize the content and methods of adaptive education.

The combination of school education and social education makes adaptive education overall. Adaptive education for freshmen calls for the cooperation among universities, families and society.

Summary

According to the adaptability of freshmen and the existing problems in current adaptive education, this paper proposes an adaptive education mode for freshmen based on the concept of refinement. The education mode will be further verified, which will be a long-term process.
Acknowledgement

This research was financially supported by the Research Fund on Student Work for Wuhan University of Technology (Grant NO.201807) and the Research Fund on Teaching Reform for Wuhan University of Technology (Grant NO. w2018081).

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