

# Exploring the Path of Developing the Second Classroom in Primary and Secondary Schools in Remote Areas under the Background of Quality Education

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**Abstract.** In recent years, the country has introduced a series of policies to promote the development of quality education, and the second classroom has been given attention as an important part of quality education. In this context, in order to cultivate a new generation of talents that meet the economic construction and social needs of the 21st century, the development of the second classroom in primary and secondary schools has become a top priority. Based on the current development status of the second classroom in grassroots pastoral areas, this article takes Naiman Banner, Tongliao City, Inner Mongolia Autonomous Region as the research site, and comprehensively uses field survey, questionnaire survey, literature research, and data analysis methods to analyze the importance, necessity, and current problems of carrying out the second classroom in primary and secondary schools in remote areas. At the same time, based on the local situation and the development needs of primary and secondary school students, quality expansion activities are carried out to enrich the content of the second classroom in primary and secondary schools, and feasible suggestions are proposed for the sustainable development path of the second classroom.

## 1. Research background

With the continuous development of society, the importance of education has become increasingly prominent. The country is based on talent, the government is based on talent, and the industry is based on talent. Quality is the foundation of talent. Quality education has become a hot topic, affecting the nerves of the entire society.

For years, Inner Mongolia Autonomous Region has seized the opportunity of national policies tilting towards the central and western regions, making significant progress in economic and social development, and greatly improving education. However, there are still shortcomings in the development of quality education in primary and secondary schools. Local primary and secondary schools have insufficient understanding of the second classroom and weak emphasis, resulting in a slow promotion process, lack of unified planning, and unclear objectives. Due to insufficient allocation of teaching staff, the teaching team is older and lacks specialized talents. In addition, due to objective conditions such as outdated teaching facilities and insufficient quantity, the quantity and quality of the second classroom cannot meet the needs of students, which in the long run affects their comprehensive development.

In order to assist in the development of quality education and create a scalable second classroom model,

the team conducted in-depth research, combined with local practical problems and the actual needs of primary and secondary school students, designed diversified quality expansion courses, and worked hard to illuminate the growth path of primary and secondary school students in remote areas, helping to promote rural revitalization.

## 2. Research design

### 2.1. Research purpose and content

In order to understand the actual situation of the second classroom in local primary and secondary schools, different subjects' understanding and attitude towards the second classroom, and obtain useful information, the team conducted field visits, conducted extensive investigations on a voluntary basis, and distributed questionnaires to different groups such as primary and secondary school students, parents, schools and teachers.

### 2.2. Research method

#### 2.2.1. Field investigation method

The team conducted on-site visits to the second classroom of various primary and secondary schools in the local area, visiting over 60 primary and secondary

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schools, reviewing survey results daily to minimize non statistical bias and increase the accuracy of sampling surveys. After conducting the investigation, the team regularly confirms the progress of the work to ensure that the investigation work is completed as scheduled. When conducting on-site investigations, conduct them in small groups and brainstorm thoroughly to ensure the adequacy and authenticity of the research.

### *2.2.2 Questionnaire survey method*

Design a survey questionnaire for primary and secondary school students' understanding of the second classroom and their interest in the second classroom, and refine the questionnaire into multiple dimensions, with different indicators set for each dimension. At the same time, the questionnaire design is concise and clear, ensuring that respondents can easily understand and answer, in order to improve the effectiveness and credibility of the questionnaire.

### *2.2.3.Literature research method*

The team consulted literature and materials from various aspects, and focused on collecting policies and content related to quality education and the second classroom through excerpts, notes, and other methods. They gained a deep understanding of them and used official platforms such as CNKI and ReadShow to collect and summarize information, laying a solid theoretical foundation for subsequent research.

## **2.3.Research findings**

### *2.3.1.The process of promoting and popularizing quality education in remote areas is slow*

Remote areas have relatively limited information, backward culture, and insufficient ideological understanding. All sectors of society mistakenly regard the education administrative departments and schools as the only entities implementing quality education, blindly emphasizing the responsibilities of the education administrative departments and schools, while neglecting to weaken the responsibilities and obligations of other entities, resulting in the education departments and schools practicing quality education alone, lacking strong cooperation from all sectors of society and relevant departments, and achieving little results. In addition, the lack of awareness among schools and teachers has led to a slow promotion process.

### *2.3.2.It is difficult to guarantee the quality and quantity of teachers in remote areas*

The reserve of specialized education talents in remote areas is insufficient and is limited by objective factors, making it difficult to introduce high-level talents. However, existing teachers are generally between the ages of 48 and 53, with a large span of education time,

weak cultural foundation, lack of comprehensive knowledge, low teaching quality, and inability to match professional knowledge with quality education knowledge. Moreover, teachers lack systematic training, incentive mechanisms are not sound, and their enthusiasm cannot be effectively exerted, resulting in poor teaching effectiveness.

### *2.3.3.Low emphasis on the second classroom and poor sustainability of development*

In the context of exam oriented education, although there are differences in the focus of students' learning among parents, schools, and society, overall, they have not grasped the essential requirements of students' learning. Parents are concerned about whether their children can score high in the exam. Schools pursue high enrollment rates, while society values economic efficiency. The importance of quality education has been repeatedly ignored, resulting in low emphasis on the second classroom and poor sustainability.

### *2.3.4. There is a deviation in the positioning of school-based courses, and course learning is detached from real-life situations*

There is a certain deviation in the positioning of school-based curriculum in primary and secondary schools in remote areas. Teachers and principals generally believe that school-based curriculum is an activity outside the classroom, making it difficult to fully utilize the practical role of school-based curriculum in emphasizing students' personalized development. In addition, when selecting second classroom learning topics, primary and secondary schools have a weak correlation with real-life situations, making it difficult to communicate theory and practice, thus unable to build a bridge for students' unity of knowledge and action.

## **3.Exploring the Path of Developing the Second Classroom in Primary and Secondary Schools in Remote Areas**

### **3.1.Strengthen the linkage mechanism of "local government + universities + primary and secondary schools"**

To promote the voluntary service of college students in grassroots rural areas, impart second classroom knowledge, and enrich the activities of primary and secondary schools in remote areas, it is necessary to establish a collaborative mechanism of local government departments, university services, and primary and secondary school docking.

#### *3.1.1.Local governments*

Local government departments, as providers of public goods and services and social managers, play a crucial

role in the smooth development of the second classroom. In terms of platform construction, a precise docking platform can be built based on understanding the needs of primary and secondary school students for second classroom activities and the advantages of university volunteer service teams. In terms of policies and systems, relevant departments such as the Ministry of Education can introduce policies related to the second classroom to support and encourage universities to enter primary and secondary schools through volunteer services in the second classroom. In terms of funding support, special funding should be established, such as "volunteer service subsidies" and "public goods subsidies", to increase support for volunteer services.<sup>[1]</sup>

### **3.1.2. Universities**

As participants in social practice and providers of volunteer services, universities mainly focus on volunteer service planning, personnel recruitment, training and management, and safety assurance. To do a good job in mobilizing, we can use new media platforms to promote volunteer services and mobilize and encourage more college students to join the volunteer service team. Do a good job in volunteer service management, recruit personnel with relevant skills in the second classroom to carry out professional training, so that the second classroom can truly play its educational role. To do a good job in communication, we should connect with primary and secondary schools in advance and create social practice bases. Properly divide responsibilities, establish departments for safety and volunteer management, and establish special working groups to manage various tasks.

### **3.1.3. Primary and secondary schools**

As the connecting party, primary and secondary schools should do a good job in work related to fund investment, university coordination, venue provision, and related services. Firstly, relevant funds can be provided to support the construction of the second classroom, which can be used to purchase relevant tools, materials, facilities, etc. Secondly, relevant services can be provided to college student volunteers to improve their teaching quality through training in course teaching, lesson planning, and other aspects. Last but not least, it is important to do a good job with parents. Schools should showcase students' second classroom achievements, increase parents' recognition and understanding of second classroom education, actively share students' achievements in the home school group, and guide parents to cooperate.

## **3.2. Innovative course content and format**

### **3.2.1. Scientific curriculum design**

Starting from the fundamental and fundamental issues of the curriculum, the team is committed to the two core

links of curriculum development and design. The curriculum is divided into quality development courses and homework guidance. The quality expansion course is carried out through a combination of indoor and outdoor courses, committed to enriching the scientific and cultural knowledge of students in pastoral areas, broadening their horizons, improving their abilities, and gaining more knowledge through practical experience. Classroom tutoring is conducted in various forms such as in class Q&A discussions, summer homework tutoring, and learning experience sharing, committed to helping students in pastoral areas improve their first classroom academic performance.

College student volunteers fully unleash their innovative consciousness, design activities that keep up with the times, change the traditional and outdated educational drawbacks, increase positive interaction, and fully mobilize the subjective initiative of primary and secondary school students. Not only do they help students spend a meaningful summer vacation, but they also use this as a starting point to guide students towards a more colorful and exciting life.

### **3.2.2. Comprehensive and diverse course offerings**

The team conducts activities based on the principle of combining fun and effectiveness, and conducts courses according to the needs and interests of primary and secondary school students. In some highly theoretical courses, such as writing and innovative thinking, some character allusions and interesting stories are interspersed. In order to enrich extracurricular knowledge and cultivate students' interests and hobbies, team innovation teaching methods are carried out to cultivate students' interests and hobbies. At the same time, outdoor team activities such as outdoor reading and classroom fun knowledge quizzes are carried out as auxiliary activities to broaden students' thinking. In terms of art, help establish interest and encourage gifted children to develop, and pass on practical handicraft classroom skills. There are also important mental health courses, where the team closely combines brain and hands-on activities to promote the comprehensive development of children.

At the same time, innovative courses should be carried out more, and unique second classroom activities should be designed based on existing resource advantages. Debate competitions, recitations, stage plays, and other forms that are popular among primary and secondary school students should be introduced into the second classroom activities. This not only enables the volunteer service for teaching support in universities to play an educational role, but also makes the second classroom activities of primary and secondary school students more innovative and vivid.<sup>[2-3]</sup>

Furthermore, innovative teaching methods can be implemented through various forms such as centralized lectures, paired assistance, and daily lectures, to carry out activities between university volunteer service teams and primary and secondary schools from multiple levels and perspectives, integrating the knowledge of the

second classroom with flexibility, creativity, interest, and interactivity, and achieving classroom linkage.

### 3.2.3. Diversified course models

The team adheres to the principles of hierarchical training and classified teaching, striving to ensure that every primary and secondary school student who has participated in the summer camp can find the most suitable project for themselves, and implement the guiding ideology of primary and secondary school students as the leader in each activity link. The summer camp divides students into four campsites based on their age groups: A, B, C, and D. Each campsite has five or six extracurricular activities to choose from every day, and through continuous experimentation, they discover their interests or strengths.

In summer and winter, a small class system is implemented for each class, with a homeroom teacher for each class to achieve better teaching results. At the same time, it provides students with a wider range of choices and free time to try, allowing them to subtly improve their self-management level, discover their inherent potential, and transform them into more practical operational skills.

### 3.3. Explore volunteer service channels and establish long-term service mechanisms

#### 3.3.1. Linkage with university clubs

University clubs have the advantages of a wide variety, strong professionalism, and high flexibility. They can encourage college student clubs to use their winter and summer vacation time to enter primary and secondary schools to spread second classroom knowledge, draw on the strengths of various clubs, fully leverage their own advantages, extract activity characteristics, improve activity quality, and carry out appropriate projects based on students' preferences. For example, the team brought astronomy clubs from universities into primary and secondary schools in remote areas, increasing students' understanding of the mysterious astronomy and achieving good results.

Due to the limited teaching time for college students during winter and summer vacations, it is necessary to encourage primary and secondary schools to establish interest clubs, so that students can continue to develop their second classroom skills during non winter and summer vacations. At the same time, college student clubs can participate in the curriculum design and guidance work of primary and secondary school clubs, providing creativity and course materials for the development of second classroom courses.<sup>[4]</sup> During their time in school, college student clubs record teaching videos to coordinate with primary and secondary school clubs, promote long-term learning, achieve club linkage, and promote the healthy development of the second classroom in primary and secondary schools.

#### 3.3.2. Play the role of non-governmental organizations

As one of the important subjects of volunteer service, non-governmental organizations can achieve linkage with the government and enterprises, optimize resource allocation, and play an important role in public welfare education. The team has been teaching for six years and has achieved good social benefits in volunteer teaching. It has received high praise for "social support, recognition from school teachers, interest from students, and cooperation from parents". Therefore, we should continue to deepen the cooperation with the government and enterprises, which can not only effectively make up for the shortage of teachers in the second classroom of border collie grass root primary and secondary schools, but also realize the long-term nature of the second classroom education.

## 4. Conclusion

Primary and secondary school students, as builders and successors of the socialist modernization cause, bear the great responsibility of the rejuvenation of the Chinese nation. Therefore, it is necessary to attach importance to strengthening the quality education of primary and secondary school students, cultivating second classroom knowledge and skills for students in remote areas, promoting significant improvements in their knowledge, innovative thinking, hands-on ability, and logical analysis ability, and providing more possibilities for the all-round development of primary and secondary school students.<sup>[5]</sup>

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