

Research on the Difficulties and Countermeasures of Promoting the Implementation of College Students' Social Emotional Learning Course

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Abstract: The university stage is the key period of individual social emotional development. Good social emotional ability can not only help college students better adapt to college life but also improve their interpersonal communication, emotional management, self-awareness, and other abilities, laying the foundation for future career and life development. Therefore, colleges and universities need to cultivate college students' social emotional abilities through relevant courses, to promote their all-round development. This paper aims to systematically analyze the difficulties faced by college students in the implementation of social emotional learning courses and put forward corresponding countermeasures and suggestions to provide a reference for colleges and universities to better promote the opening and implementation of the course.

Keywords: College students; Social emotional learning; Curriculum; Implementation; Dilemma; Countermeasures

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1. Introduction

In recent years, with the continuous deepening and reform of higher education, colleges, and universities have paid more attention to college students' social emotional learning. Many colleges and universities have set up relevant courses to cultivate students' compassion, responsibility, and cooperation spirit so that they can develop good interpersonal and communication skills, enhance self-awareness and social responsibility, improve their comprehensive quality, and prepare for future social development. However, in the actual educational practice, promoting the implementation of college students' social emotional learning courses still faces some difficulties and obstacles. It is of great significance to analyze these difficulties and put forward practical countermeasures for promoting the effective implementation of college students' social emotional learning curriculum.

2. Contents of college students' social emotion learning course

College students' social emotional learning course is an important course in higher education to cultivate students' comprehensive development and good social adaptability. The course mainly includes the following contents.

2.1. Self-cognition and emotion management

The course focuses on cultivating students' understanding and cognition of themselves, improving their self-awareness, mastering the methods of emotion regulation, and enhancing their ability to emotion management. The content involves self-cognition, emotional expression, stress management, and so on.

2.2. Interpersonal and teamwork

The course aims to improve students' social skills, cultivate good interpersonal skills, and enhance their sense of teamwork. The main contents include effective communication, conflict management, team building, and so on.

2.3. Career planning

The course helps students clarify their career goals, formulate reasonable career development plans, and prepare for their future careers. The contents include self-assessment, career exploration, employment skills training, and so on.

2.4. Awareness of social responsibility

The course guides students to establish a correct view of social responsibility, cultivate civic awareness, and enhance the spirit of social service. Relevant contents include moral cultivation, social participation, voluntary service, and so on^[1].

3. Characteristics of college students' social emotional learning course

3.1. The nature of the course is comprehensive

The course involves psychology, sociology, pedagogy, and other disciplines, with obvious interdisciplinary characteristics. It not only pays attention to the mental health and development of students but also pays attention to the benign interaction between students and society.

3.2. The teaching objectives are complex

This course should not only impart knowledge and skills, but also cultivate students' comprehensive qualities such as social responsibility consciousness, communication and cooperation ability, and self-management ability. The goal is high.

3.3. There are various teaching methods

The course adopts a variety of teaching methods, such as theoretical teaching, practical training, case analysis, group discussion, and so on, and pays attention to the organic combination of theory and practice.

3.4. The learning effect is implicit

The cultivation of social emotional ability is a long-term and slow process. It is difficult to directly quantify the learning effect of students, which needs continuous observation and multi-dimensional evaluation^[2].

4. The importance of college students' social emotional learning

First of all, it helps students establish correct values and social responsibility consciousness. College students' social emotional learning course focuses on guiding students to establish a correct outlook on life and values and cultivate a sense of responsibility and mission to serve society and give back to society. Through learning, students can correctly understand the status and role of themselves in society, enhance the consciousness of making contributions to society, and lay a good value foundation for the future society.

Secondly, it helps students improve their interpersonal and communication skills. College students' social emotion learning course focuses on cultivating students' empathy, compassion, and cooperation spirit, so that they can actively pay attention to others' feelings, communicate with others with empathy, better resolve interpersonal disputes, and establish a harmonious interpersonal network. The cultivation of this ability is crucial for students' future social adaptation and career development ^[3].

Thirdly, it helps students to develop in an all-round way and improve their comprehensive quality. College students' social emotional learning course focuses on cultivating students' social skills, emotional management ability, self-cognition, and problem-solving ability so that they can develop in an all-round way at the level of knowledge and skills and emotional psychology, and grow into fully developed social citizens. This undoubtedly has a positive impact on students' personal achievements and social contributions in the future ^[4].

5. Difficulties in the implementation of college students' social emotional learning curriculum

5.1. Teachers' and students' attention to emotional education needs to be improved

In the current classroom teaching, both teachers and students have not paid enough attention to the significance of social emotional education. Most students tend to pay more attention to learning professional knowledge after entering the university while ignoring the value of social emotional learning. On the other hand, some college teachers fail to pay enough attention to the cultivation of college students' social emotional quality in teaching. However, social emotional education is very important. It can not only promote students' mental health but also cultivate their social abilities such as communication skills and cooperative spirit. It can be said that improving teachers' and students' awareness of the importance of emotional education is one of the key problems that need to be solved urgently ^[5].

5.2. Curriculum integration needs to be strengthened

As a new educational concept, social emotional learning has not yet become an independent part of the curriculum system. On the one hand, schools need to explore the practice of curriculum integration. Given the heavy learning task of college students, how to skillfully integrate different types of course content under the premise of ensuring learning efficiency, to improve students' social emotional quality, is a problem worthy of high attention. On the other hand, most university teachers focus on imparting knowledge in their professional fields, lacking systematic training and practical experience related to social emotional learning. Requiring teachers to consider the teaching of subject knowledge and the cultivation of social emotions within a limited teaching time undoubtedly increases the workload of teachers, and there are also great challenges for some teachers who lack relevant background. Therefore, how to provide targeted training and support for teachers has become the key to the construction of college students' social emotional learning curriculum ^[6].

5.3. Social emotional learning curriculum system needs to be improved

At present, the design of social emotional learning only stays at the level of moral education and mental health education, lacking scientificity and systematicness, and has not formed a complete teaching system. At the same time, the implementation process of social emotional learning needs effective evaluation and feedback mechanisms. In the actual teaching, the lack of effective evaluation and feedback hinders the effective implementation of social emotional learning. In general, the construction of social emotional learning curriculum system still needs to be further improved ^[7].

6. Countermeasures to promote the implementation of college students' social emotional learning course

6.1. Enhance teachers' and students' attention to social emotional learning

Enhancing teachers' and students' attention to social emotional learning not only helps to cultivate students' empathy and compassion but also helps to enhance mutual trust and understanding between teachers and students. Schools should pay attention to the cultivation of teachers' social emotions, improve teachers' cognitive levels, enable teachers to treat students with a more open and inclusive attitude and create a good relationship between teachers and students. Students should also recognize the importance and value of social emotional learning, which not only helps to improve personal communication and coordination ability but also helps to enhance the team spirit, to better adapt to social life. Social emotional learning can cultivate students' empathy and emotional management ability, which are essential for personal growth and development. Only by fully recognizing the significance of social emotional learning can students actively participate in it and continuously improve their comprehensive quality ^[8].

6.2. Improve the curriculum system and clarify the curriculum orientation

Improving the curriculum system of college students' social emotional learning is an important basis to promote the effective implementation of the curriculum. First of all, schools need to establish a sound curriculum management system with the joint efforts of education departments and universities and clarify the status and role of social emotional learning curricula in talent training. It can be listed as a compulsory course for college students and included in the credit assessment system to ensure students' full participation. Secondly, schools should reasonably define the teaching objectives of social emotional learning courses according to the actual needs and characteristics of college students. Schools should not only cultivate students' social communication skills, teamwork spirit, and other "soft power", but also pay attention to enhancing students' self-awareness, emotional management, and other abilities, to help them better adapt to college life and future career development. On this basis, schools will build a systematic and complete curriculum system, including compulsory courses and elective courses, covering multiple modules such as social adaptability, interpersonal skills, and emotional regulation, to ensure the comprehensiveness and consistency of the course content ^[9].

6.3. stimulate students' learning enthusiasm

As the main body of social emotional learning courses, students' learning attitudes and participation directly affect the effect of the course. Therefore, effective measures should be taken to effectively mobilize students' learning enthusiasm and initiative. First, the credit weight of the course can be appropriately increased to make students aware of its importance and actively participate in learning. Secondly, in the teaching process, interactive teaching methods such as group discussion and scenario simulation can be used to enable students to actively participate in and give full play to the main role ^[10]. Moreover, some practical assignments can be designed, such as social research and volunteer

service, to guide students to apply the knowledge they have learned to practice and enhance their sense of achievement in learning. At the same time, the school can regularly organize some theme activities, such as social training camps, employment skills competitions, etc., to create a good campus atmosphere and stimulate students' learning enthusiasm ^[11].

6.4. enrich the supply of teaching resources

Good teaching resources are the basis for the smooth implementation of social emotional learning courses. Schools should increase investment in teaching resources and enrich teaching contents and forms. First of all, the school should develop social emotional learning course textbooks that meet the students' age characteristics and cognitive level according to their actual needs, to ensure that the content of the textbooks is vivid and the form is close to the students. Secondly, schools should make full use of information technology to develop social emotional learning curriculum resources combining online and offline, such as video, animation, games, etc., to increase the attractiveness of the curriculum. Thirdly, the school should also establish a social emotional learning curriculum resource-sharing platform to facilitate resource exchange and reference between teachers ^[12].

6.5. Strengthen the integration of social emotional learning

In the teaching process, teachers should integrate the teaching objectives of social emotional learning, moral rule of law, and mental health education to form a complete teaching system. For example, in the course of morality and the rule of law, teachers can introduce some examples of social emotional learning to help students better understand the relevant content. In the course of mental health education, some social emotional learning skills can be taught to help students better deal with negative emotions. At the same time, teachers should diversify their teaching methods and promote the integration of the above three kinds of teaching methods. For example, in social emotional learning, teachers can use interactive teaching methods such as role play to enhance students' social skills and emotional management ability. In addition, to better promote the integration of these courses, teachers also need to constantly improve their professional level. For example, teachers can participate in relevant training, read relevant literature, and constantly update their teaching methods and contents ^[13].

6.6. strengthen the professional training of teaching staff

High quality teachers are the key factor to ensure the quality of social emotional learning courses. First of all, schools should establish a sound teacher training mechanism, actively introduce outstanding talents in psychology, sociology, and other related majors, and provide systematic training for existing teachers. Based on professional knowledge, teachers should pay attention to the cultivation of teachers' communication and interaction abilities and emotional support skills, so that they can accurately grasp the psychological dynamics of students and adopt targeted teaching methods. At the same time, schools should establish a teacher performance evaluation mechanism and pay attention to process evaluation, including the evaluation of teachers' professional quality, as well as their teaching methods and student feedback, to promote teachers to continuously improve their teaching level. In addition, interdisciplinary collaborative teaching is encouraged, so that teachers' teams from different backgrounds can participate in the design and implementation of courses, give full play to their professional advantages, and improve the systematicness and practicality of teaching ^[14].

6.7. Establish a sound curriculum evaluation mechanism

A perfect curriculum evaluation mechanism is an important guarantee to promote the implementation of social

emotional learning curriculum. First of all, colleges and universities should establish a diversified evaluation index system, including not only students' knowledge but also students' interpersonal skills, emotional management level, social responsibility consciousness, and other aspects. At the same time, the evaluation methods should also be diversified, including daily homework and examinations, as well as organizing students' practice exercises and psychological tests. In addition, the evaluation results should be fed back to students in time to help them objectively understand their own progress and shortcomings, and encourage students to actively participate in the course evaluation, to play the main role of students. At the same time, colleges and universities should also establish teachers' self-reflection and supervision mechanisms, timely adjust teaching content and methods according to the evaluation results, and continuously improve the quality of courses. Only by establishing a sound curriculum evaluation mechanism can schools promote the continuous improvement and development of social emotional learning curricula.

7. Conclusion

To sum up, to promote the effective implementation of college students' social emotional learning courses, schools need to take systematic measures from multiple levels. Schools should strengthen the attention of teachers and students to emotional education, improve the curriculum system, enrich teaching resources, pay attention to the construction of teaching staff, stimulate students' learning motivation, and improve the curriculum evaluation mechanism. Only with all-around efforts can schools promote the social emotional learning course to play its due role in the growth of college students, and cultivate more excellent talents with good social adaptability.

Disclosure statement

The author declares no conflict of interest.

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