

Research on the Path of Improving College Students' Social Emotions Based on Hainan Cultural Resources

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Abstract: *This article takes Hainan Science and Technology University as an example to conduct in -depth research on the path of relying on Hainan's cultural resources to enhance the social emotions of college students through questionnaires, field visits and data analysis. Studies have found that the rich cultural resources of Hainan have an important role in cultivating college students' social emotions. Through diverse cultural practice activities, it can significantly improve the social responsibility, cultural self -confidence and interpersonal communication ability of college students. Based on this, this article proposes specific paths such as integrating Hainan's cultural resources into classroom teaching, strengthening social practice and cultural experience, and creating specialty campus cultural brands. It aims to help college students better use Hainan cultural resources and enhance social emotions.*

Keywords: Hainan cultural resources, College students, Social emotion.

1. Introduction

With the rapid development of society and the continuous deepening of educational reform, the comprehensive quality training of college students has become more and more valued. As an important part of the comprehensive quality of college students, social emotions are of great significance for their future personal development and social integration. As the southernmost tropical island province in China, Hainan has rich cultural resources, including unique natural scenery, deep national culture, rich historical relics, etc. These cultural resources provide unique soils that cultivate social emotions for college students at Hainan University of Science and Technology. However, the current research on how to rely on Hainan's cultural resources to enhance the social emotions of college students is still insufficient. Therefore, this article aims to explore an effective path through in -depth research to help college students better use Hainan cultural resources and enhance social emotions.

2. Research Method

2.1 Literature Review

By combing and analyzing the relevant literature on social emotional training and cultural resources of college students at home and abroad, understand the current research status and development trends, and provide theoretical support and reference for this study.

2.2 Questionnaire Survey

Designed and distributed questionnaires to investigate the current status of social emotions of Hainan University of Science and Technology and college students, the awareness and utilization of Hainan cultural resources, collect first -hand data, and provide an empirical foundation for subsequent research.

2.3 Field Visits

Select cultural attractions, historical sites, and folk villages in Hainan University of Science and Technology and its surrounding areas to conduct field visits to understand the specific situation of Hainan's cultural resources and the current status of development and use, and provide a reference for formulating the path to enhance the social emotions of college students.

2.4 Data Analysis

Organize and analyze the collected questionnaire data and field visits information, use statistical methods and case research to explore the relationship between Hainan cultural resources and college students' social emotions, and how to use Hainan cultural resources to enhance college students' social emotions.

3. Overview of Cultural Resources in Hainan

3.1 Natural Cultural Resources

Hainan Island is located at the southernmost tip of China and is known for its unique natural scenery. There are blue sky, white clouds, blue sea, and silver sand, which constitutes a unique tropical coastal tourism resources. Famous attractions such as Yalong Bay, Tianya Haijiao, Nanshan Cultural Tourism Area have attracted a large number of tourists to come to sightseeing. Hainan's natural cultural resources not only provide tourists with a place of leisure and relaxation, but also provides college students with opportunities to get close to nature and feel the beauty of nature, helping to cultivate their awe of nature and environmental protection.

3.2 National Cultural Resources

Hainan is a multi-ethnic province with rich national cultural resources. Ethnic minorities such as the Li, Miao, and Hui nationality have been reproduced on Hainan Island, forming a distinctive national culture. The brocade of the Li nationality, the silver jewelry of the Miao nationality, and the halal culture of the Hui nationality are all important parts of

Hainan national culture. By understanding and experiencing these ethnic culture, college students can enhance their understanding and respect for multiculturalism and cultivate the ability of cross-cultural exchanges.

3.3 Historical and Cultural Resources

Hainan has a long history and rich cultural heritage. Historical ruins such as the ancient city of Qiongzhou, the Wugong Temple, and Dongpo Academy witnessed Hainan's long history and cultural heritage. These historical and cultural resources not only make college students feel Hainan's historical heritage, but also inspire their love and inheritance consciousness of traditional culture.

3.4 Red Cultural Resources

Hainan is one of the important birthplaces of the Chinese revolution and has rich red cultural resources. The red attractions such as the Qiongya Column Memorial Hall and the Red Lady Army Memorial Park show the heroic deeds and revolutionary spirit of the Hainan people in the revolutionary struggle. By visiting these red attractions, college students can understand the history of the Chinese revolution and enhance patriotism and social responsibility.

4. Student Social Emotional Situation of Student Society of Hainan University of Science and Technology

4.1 Social Sense of Social Responsibility

A sense of social responsibility refers to the perception and practice of individual responsibility for society. Through questionnaire surveys and interviews, it is found that college students from Hainan University of Science and Technology have shown certain differences in their sense of social responsibility. Some students show a strong sense of social responsibility, actively participate in social practice activities such as volunteer services and environmental protection activities, pay attention to social hot issues, and are willing to contribute to society. However, some students lack a sense of social responsibility, do not care about social issues, and lack awareness and awareness participating in social practice.

4.2 Cultural Self-confidence

Cultural self-confidence refers to the identity and self-confidence of individual culture. Students from Hainan University of Science and Technology also have differences in cultural self-confidence. Some students are proud and recognized by Hainan's local culture, and they are willing to inherit and promote local culture. They actively participate in campus cultural activities and show the charm of Hainan culture. However, some students lack their understanding and recognition of local culture, and even have cultural inferiority, and have a negative attitude towards local culture.

4.3 Interpersonal Communication Ability

Interpersonal communication ability refers to the communication ability, cooperation ability, and ability to resolve conflicts in interpersonal communication. Through

questionnaire surveys and observations, it was found that students from Hainan University of Science and Technology were different in terms of interpersonal communication capabilities. Some students are good at communicating with others, can properly handle interpersonal relationships, and have strong ability to cooperate and solve conflict. However, some students lack the ability of interpersonal communication and show problems such as communication obstacles and difficulties in cooperation.

5. Rely on Hainan Cultural Resources to Enhance the Path of College Students' Social Emotions

5.1 Incorporate Hainan Cultural Resources into Classroom Teaching

5.1.1 Open Hainan Cultural Course

Hainan University of Science and Technology can offer courses in Hainan culture, such as Hainan History and Culture, Hainan Folk Culture, Hainan Tourism Resources Development, etc., allowing students to understand Hainan's cultural background, historical origin and cultural characteristics. Through curriculum, students can deeply understand Hainan's cultural resources, enhance their sense of identity and pride in local culture, and to cultivate cultural self-confidence.

5.1.2 Cultural education in combination with professional courses

In the professional courses, it integrates Hainan culture and education. For example, in the tourism management course, it introduces Hainan's tourism resources and development status, so that students can learn about the development of Hainan's cultural resources and the development of tourism while learning professional knowledge. This method of combining professional courses can make students understand Hainan's cultural resources more deeply and use it in practice.

5.1.3 Hold cultural lectures and seminars

Experts and scholars in the field of Hainan Culture are invited to school to hold lectures and seminars to share the research results and practical experience of Hainan culture. Through the exchanges and interactions of lectures and seminars, students can broaden their horizons, understand the latest developments and development trends of Hainan culture, and enhance their sense of identity and belonging to local culture.

5.2 Strengthen Social Practice and Cultural Experience

5.2.1 Organize cultural practice activities

Hainan University of Science and Technology can organize students to participate in cultural practice activities, such as visiting museums, historical relics, folk villages, etc., allowing students to experience Hainan's cultural resources in person. Through practical activities, students can deeply understand Hainan's historical culture and folk customs, and feel the unique charm of local culture, so as to cultivate a sense of love and inheritance of local culture.

5.2.2 Carry out volunteer service activities

Organize students to participate in voluntary service activities, such as community services and environmental protection actions, so that students can cultivate social responsibility in practice. Through volunteer service activities, students can understand social problems and people's livelihood needs, and enhance their attention and understanding of social reality. At the same time, volunteer service activities can also cultivate students' ability to cooperate and solve problems, and improve the ability of interpersonal communication.

5.2.3 Hold cultural festival activities

Use Hainan's traditional festivals and festivals to organize campus culture festivals, such as the Li of the Li tribe 3 and the Miao Pangwang Festival. By holding cultural festivals, students can more deeply understand Hainan's folk culture and traditional customs, and enhance their sense of identity and belonging to local culture. At the same time, cultural festivals can also promote students' exchanges and cooperation and improve their ability to communicate.

5.3 Create Characteristic Campus Cultural Brands

5.3.1 Digging Hainan Cultural Elements

Hainan University of Science and Technology can excavate Hainan's cultural elements, such as natural scenery, folk customs, historical culture, etc., and integrate it into the construction of campus culture. By excavating Hainan's cultural elements, it can create a campus cultural brand with Hainan characteristics and enhance the cultural cohesion and influence of the school.

5.3.2 Carry out campus cultural activities

Use campus cultural resources to carry out colorful campus cultural activities, such as literary evenings, cultural exhibitions, sports events, etc. Through campus cultural activities, students can enrich students' extraordinary life

6. Implementation Effect Assessment and Improvement Suggestions

6.1 Evaluation of Implementation Effects

6.1.1 Questionnaire survey evaluation

After the implementation of Hainan's cultural resources to enhance college students' social emotions, questionnaires are conducted. Through a questionnaire survey, students' cognition and utilization of cultural resources in Hainan, as well as students' improvement in social responsibility, cultural self-confidence and interpersonal ability.

6.1.2 Field visit evaluation

Visit the cultural attractions and activities of the campus and outside the campus to observe the participation and effectiveness of students. On-site visits can be more intuitive to understand the performance and gains of students in practical activities.

6.1.3 Data analysis evaluation

Organize and analyze the collected questionnaire data and field visits information, and use statistical methods to evaluate the implementation effect. Through data analysis and evaluation, we can objectively understand the improvement of students in terms of social responsibility, cultural self-confidence, and interpersonal communication ability, as well as the effects and existing problems of path implementation.

6.2 Improvement Suggestions

6.2.1 Strengthen cultural and educational teachers

Strengthen the cultivation and introduction of cultural and educational teachers, and improve the cultural literacy and teaching ability of teachers. Through training and communication methods, teachers' awareness and understanding of Hainan's cultural resources, so as to better integrate Hainan cultural resources into classroom teaching.

6.2.2 Expand the form of cultural practice activities

Expand the form and content of cultural practice activities, and increase students' participation and experience. You can organize more outdoor practice activities, cultural exchange activities, etc., so that students can understand Hainan's cultural resources more deeply and cultivate their awareness of love and inheritance of local culture.

6.2.3 Strengthen campus cultural brand construction

Strengthen the construction and promotion of campus cultural brands, and increase the popularity and influence of schools. By strengthening campus culture propaganda and organizing special activities, you can create a campus cultural brand with Hainan characteristics and enhance students' sense of belonging and pride in schools.

6.2.4 Establish a long-term cooperation mechanism

Establish a long-term cooperation mechanism with local governments and cultural institutions to jointly promote the development and utilization of cultural resources in Hainan. The establishment of the cooperation mechanism can better integrate social resources and provide students with more practical opportunities and cultural experiences.

7. Conclusions

Through investigations and analysis of the social emotional status of students of Hainan University of Science and Technology, it is found that relying on Hainan's cultural resources to enhance college students' social emotions. Hainan has rich natural resources, humanities and red cultural resources, providing college students with rich social emotional training materials. Through classroom teaching, social practice and cultural experience, Hainan cultural resources can be effectively integrated into the cultivation of college students' social emotion. During the implementation process, we need to pay attention to the cultivation of the cultivation of cultural and educational teachers, expanding the form of cultural practice activities, strengthening the

construction of campus cultural brands and establishing a long-term cooperation mechanism. In the future, we can further study the relationship between Hainan's cultural resources and the social emotions of college students, explore more effective paths and methods, and contribute to the cultivation of high-quality talents with social responsibility, cultural self-confidence and good interpersonal communication ability.

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