Research on Student Education Management Methods in Higher Vocational Colleges Based on OEC Mode

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Abstract: Compared with ordinary college students, vocational college students also have their own particularities. Apart from their commonness with ordinary college students, they also have their own unique characteristics. Match with ordinary universities, vocational colleges have a short running time, and they are not very clear about the characteristics and development laws of colleges and their students. Through education innovation, higher vocational colleges can form a student education management mode in which education leads management, education blends with management, management promotes education, management deepens education, and education and management interact with each other. Taking the education management of students in higher vocational colleges as for instance, this paper analysis the characteristics of students in higher vocational colleges, and explores the construction of OEC education management mode for students in higher vocational colleges in consideration of the existing problems and shortcomings.

1. Introduction

Higher vocational education is a different type of education from ordinary higher education. Higher vocational education is closer to the market and enterprises than ordinary higher education. Its talent training goal is to train higher applied need technical talents by the front line of production and service, and to train "technical" talents instead of "academic" talents [1]. With the introduction of the policy of rejuvenating the country through science and education, talents in higher education are gradually changing from the elite to the masses, higher vocational colleges are expanding, the quantum of students admitted is raise, and the total number of schools is amplify, so the difficulty in management is also increasing. In addition to teaching students theoretical knowledge in higher vocational colleges, the education management of higher vocational students is particularly important [2].

Student education management is a momentous ensure for normal teaching order and talent output in higher vocational colleges. Consequently, doing well in student education management in higher vocational colleges, finding out problems and proposing improvement measures are important tasks given by the current environment to student management in higher vocational colleges.

2. Problems in student education management in higher vocational colleges

2.1. The educational management method of students in higher vocational colleges is single

At present, facing the increasing amount of students and the dimensions of education, it is obvious that a single method of student education management cannot meet the complicated student management work. In class, a warm learning atmosphere and a good learning environment are undoubtedly the best opportunities to infect students' learning desire and arouse students' learning warmth, and the creation of this atmosphere is closely related to teachers' teaching methods.

2.2. The implementation of the student-oriented management concept is not in place

Nowadays, schools often formulate student management systems from the point of view of managers, and seldom ask students for their opinions. The perform of the student-oriented

management concept not in place, which can easily cause students' hard to control psychology, which leads to the rules and regulations formulated by the school, which they not only unconsciously abide by, but deliberately destroy. School administrators should "manage" students from the perspective of serving them, and everything ought to be in view of the interests of students and for the sake of students.

2.3. There are defects in the cultivation of humanistic spirit

It is a long-term and gradual process to educate students on humanistic quality. For a period of time, due to various reasons, higher vocational colleges have neglected the cultivation of students' humanistic spirit, and the humanistic quality of students, especially science and engineering students, is generally not high [3]. Outstanding performance: students' knowledge is narrow, their artistic accomplishment is low, and their aesthetic ability is limited. Many teachers and students think that as long as they learn the professional knowledge well and well, other knowledge is irrelevant. Therefore, teachers do not take note of guiding students to learn humanistic knowledge, nor do they take note of the learning and accumulation of humanistic knowledge.

2.4. Single technical means and backward technology

Nowadays, the training methods of higher vocational schools in China have been greatly improved in terms of the quantum of schools, the quantum of students, and the utilization of resources, education and technology. Higher vocational education has occupied most of the space of higher education. Nowadays, the hot issue is how to ameliorate the productivity and quality of higher vocational colleges under the specific environment and limited resources.

China's higher vocational colleges started late, so it is necessary to attach importance to the traditional modern educational technology. The reason why its technical means are single and backward is that many of them are merged from the original technical secondary schools, while the traditional educational technology itself is not high, and many teachers still teach in the traditional way [4]. Teachers are reluctant to use contemporary educational technology. Although the teaching methods have been changed, the disadvantages of teachers' use have not been ruled out. From the root point of view, the time of writing teaching plans has been saved, which is a temporary solution but not a permanent cure, making modern educational technology backward and ineffective.

3. Concept of OEC management mode

O EC is an enterprise management law created by Haier Group. In which "o" stands for "Overall", meaning "comprehensive", "e" stands for "Everyone, Everything and Everyday", and "c" stands for "Control and Clear", meaning "control and clear" [5-6]. Connecting the three forms the meaning of O EC management mode, that is, controlling and cleaning everything that everyone does every day in an all-round way, so that every day's work is completed every day, and the quality of every day's work is improved a little.

O EC management mode includes three systems, as shown in Figure 1:

Goal system-determine the overall development goal, and decompose the overall goal layer by layer, and finally be specific to individuals; Daily cleaning system-each person cleans, inspects and reexamines his own work every day, finds problems and solves them in time; Incentive system-evaluate and give corresponding incentives according to the completion of individual goals. This method is not only suitable for enterprise management, but also can be used for reference in the management of government, institutions, social organizations and university institutions.
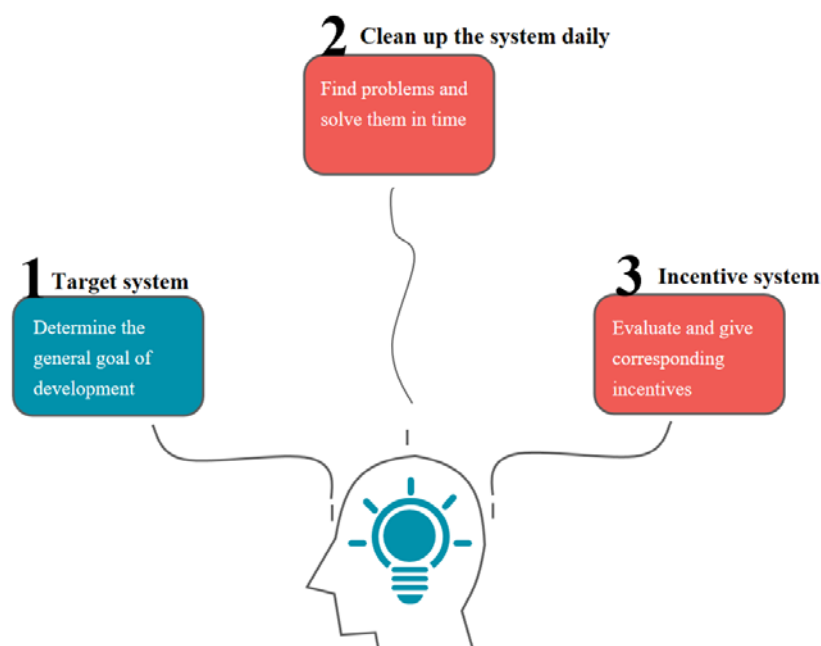
Figure 1 Three systems of OEC management mode

4. Application method of OEC management mode in higher vocational college students' education management

4.1. Implement the credit system of education management

The credit system of education management is a kind of education management system which takes credit measurement as a means, takes the management, ideological education, extracurricular educational activities and social practice activities that students must accept as the content, and aims at improving students' comprehensive quality [7]. Education management credit system can effectively help students plan their study and life in school, ensure them to participate in necessary educational activities and achieve the most basic development goals.

(1) Quantitative standard of OEC management mode assessment system

The assessment of academic achievement accounts for 40% of the class evaluation results, among which the final grade accounts for 30% and the passing rate of CET-4 accounts for 10%. Every person in the class passes CET-6, and the academic score of the class in which he belongs is increased by 0.5 points; Every person in the class passes the computer level 3, and the academic score of the class in which he is located is increased by 0.5 points; Practical activity assessment accounts for 15% of class appraisal results. Each class holds at least two class collective activities every semester, through which students can find a correct position, a sense of belonging and cohesion. According to the effect of each activity.

College students' dormitory life is a place where diverse activities gather. The atmosphere and group tendency of college dormitory will affect the development of each member in the dormitory. Therefore, it is necessary to do the basic work of dormitory housekeeping well. In the OEC quantitative assessment system, the internal health assessment accounts for 15% of the class evaluation results. The scores of housekeeping hygiene are averaged to everyone in the class and evaluated according to the average scores of individuals.

(2) Implementation effect of OEC management mode assessment system

Through open, fair and equitable quantitative assessment, the selected outstanding class groups and outstanding individuals have played a good role model and led the work of OEC management mode, and the cohesion of class groups has been continuously enhanced in the competition. To a certain extent, the regularly publicized assessment report forms a learning atmosphere that is better than learning, which effectively guides students to define their goals, adjust their status and improve their skills.

Through the operation of OEC management mode, each student's growth and progress can be reflected by quantifying the assessment scores, and the specific situation of each major, class and individual can be fully understood. To understand the individual development of students, you can consult the report files and observe the growth of students in each semester through the files. You can also learn about students' retrogression through report files, so that counselors can interview retrogressive students on the basis, clear the position, analyze the reasons, and carry out available education guidance.

4.2. Strengthen the construction of campus culture and create a powerful learning environment

With the development of schools, campus culture has become a kind of cultural phenomenon, among which the campus culture of senior schools is a typical cultural phenomenon, which plays a very momentous role in the educational development of senior schools, enriching the extracurricular life of school staff, teachers and students, increase the teaching quality of schools and increasing the number of trained talents. The campus culture of higher schools has profound cultural connotations in the expand of higher education.

Campus cultural and recreational activities are a kind of campus cultural display, which effectively extends the classroom. It is necessary for teachers and students who are studying to increase their knowledge by holding some colorful campus cultural activities. Innovative ability has been developed. Through different forms of activities in school, students' sense of competition can be cultivated continuously, and their sense of creation can be enhanced, thus further encouraging students to study hard and make continuous progress.

4.3. Innovate the means and methods of student management

The management of students in higher vocational colleges is different from undergraduate and higher vocational colleges. The management of this type of students should be student-centered and arouse their enthusiasm and creativity [8].At the same time, the introduction of students from higher vocational colleges makes the shortage of teachers more severe. Therefore, it is essential to make the most of modern technology and means for information management. By collecting and sorting out various data of higher vocational colleges and students' management work in higher vocational colleges, establishing students' management work databases in different categories, and processing and sharing different types of students' management information, students' management staff can study the theory and put into practice of students' management work more, make scientific analysis and decision, and ameliorate the productivity of students' management work.

To determine the training system of creative and entrepreneurial talents for college students, apply the idea of target system in O EC mode, and set systematic training goals for innovative and entrepreneurial talents according to different types of universities, different characteristics and needs of students, different characteristics of entrepreneurial practice and entrepreneurial environment. According to different goals and directions, the training model can be divided into overall goal system, horizontal goal system and vertical goal system.

Overall target system. The establishment of the overall goal system for cultivating innovative and entrepreneurial talents should start from the actual needs of the university's own development and social needs, combine the characteristics of the university students, make full use of the advantages of specialty setting, and construct the overall goal system for innovation and entrepreneurship, so as to meet the development needs of students, at the same time reflect the inclusiveness of university bring forth new ideas and entrepreneurship education in the new period, build a bridge for rapid transformation of students' abilities, and cultivate students' entrepreneurial and innovative abilities.

Horizontal target system. According to the specific direction, it is the goal of cultivating innovative and entrepreneurial talents in universities. Usually speaking, it can be separate into entrepreneurial ability goal, knowledge goal, personality goal and so on. Entrepreneurial ability goal is the motivation when activity efficiency, knowledge is the guarantee and personality goal can effectively choose work.

Vertical target system. It refers to the main development goal of cultivating the realization ability of university entrepreneurial talents. Generally speaking, it can be divided into understanding entrepreneurial behavior, mastering entrepreneurial ability and implementing entrepreneurial ability. Understanding entrepreneurial behavior is the premise, and mastering entrepreneurial ability is mainly to understand the inherent laws of entrepreneurship, legal issues involved, risk demonstration, etc., so as to better implement entrepreneurial ability.

5. Conclusions

The education and management of students in higher vocational colleges not only ensures the cultivation of qualified talents, but also becomes an important part of all-round development talents in higher vocational colleges. It plays a key role in guaranteeing the socialist nature of universities, cultivating talents correctly and guiding students to develop in all aspects. In this paper, the three systems of OEC mode are used to explore the student education management system in higher vocational colleges. From the perspective of innovative research, a new training system for innovative and entrepreneurial talents is constructed, so as to effectively integrate and utilize university high-quality resources, improve students' innovative and entrepreneurial ability and promote students' all-round development. Introducing OEC management mode into students' education management in higher vocational colleges has a remarkable effect.

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