

# Promote the Systematic, Scientific and Institutionalized Education Management of Higher Vocational College Students

Ruiping Chen

Yunnan Land And Resources Vocational College , Kunming, Yunnan, China

**Keywords:** Student management, Systematic, Scientific, Institutionalized.

**Abstract:** As China's economy continues to develop and society's demand for talent quantity and quality continues to increase, China's higher vocational colleges are not only facing challenges in cultivating high-level applied talents but also have significant development opportunities. Through the literature review, this paper finds that it is an inevitable trend of the times to promote the systematic, scientific and institutionalized education management of Chinese higher vocational colleges. Then, the status quo and problems of the education management of students in higher vocational colleges are analyzed. Finally, the paper puts forward the systematic, scientific and institutionalized strategies for the education management of higher vocational colleges, in order to provide reference for the development and improvement of student management in higher vocational colleges.

## 1. Research Background

### 1.1 Literature review

Promoting the systematic, scientific and institutionalized education management of higher vocational colleges is an inevitable trend of the reform and development of China's higher vocational education. Chinese predecessors have done a lot of research and have formed a large number of literature bases. Among them, Feng Jie pointed out that higher vocational colleges promote the systematic, scientific and institutionalized education management of students is the choice of the times. At the same time, let outstanding student representatives participate in the management of students in higher vocational colleges, and realize the level of systematic, scientific and institutionalized student management in higher vocational colleges (Feng, 2015). Jiang Bin pointed out that higher vocational colleges should not only do a good job in cultivating students' professional ability but also pay attention to the cultivation of students' professional ethics and quality, so as to improve the teaching quality of higher vocational colleges and meet the needs of social development for high-quality professionals. (Jiang, 2010). Ouyang Xuhua believes that under the background of the development of the new era, cultivating a high-quality professional management talent team is the basis and guarantee for promoting the systematic, scientific and institutionalized education management of higher vocational college students (Ou, 2008). Han Xiaobo pointed out that there is a certain gap between the education management work of higher vocational college students and the actual education process. Therefore, it is necessary to take the problems arising in the process of student education management in higher vocational colleges as a breakthrough, and based on the nature of student education management in higher vocational colleges, adjust and change the methods and means of student management, and further advance the systematic, scientific and institutionalized process of student education management in vocational colleges (Han, 2012). Pang Cong pointed out that the connotation of student management in higher vocational colleges is education, management and service. The development and changes of the times are required. Students in higher vocational colleges must constantly develop and innovate, based on the people-oriented teaching philosophy. Students' personality characteristics, the realization of student management is systematic, scientific and institutionalized (Pang, 2016).

## **1.2 Purpose of research**

Under the background of the new era, new changes have taken place in the concept and mode of student management and education in higher vocational colleges in China. Higher vocational education is the main base for the development of professional talents in the country, and the integration of people-oriented education into the management of higher vocational students. It is of great significance in the work, and it plays an important role in improving the management of students and adapting to the development of the times. However, there are still some obstacles in the process of student management in higher vocational colleges that affect the normal development of student management, such as traditional student management and teaching concepts, school management system, and comprehensive quality of students. Therefore, the management methods of students in higher vocational colleges in China need to keep up with the development of the times to carry out reforms and innovations, so as to maintain the teaching order of higher vocational colleges and promote the all-round development of students. Only by paying full attention to student management can higher vocational colleges promote the systematic, scientific and institutional development of student management in the new situation.

## **2. The status quo of student education management in higher vocational colleges**

After years of development, China's higher vocational college education has formed a relatively complete student management system, which has achieved certain success in student education and mental health.

### **2.1 Strengthening the ideological and political education of students in higher vocational colleges**

At present, the ideology of students in Chinese vocational colleges is generally positive and positive in the process of student education. The mainstream of students' ideological and political education is relatively correct and can keep pace with the development pace and requirements of the times. At present, ideological and political education workers in higher vocational colleges in China generally use the following methods to prevent and solve problems. First, the ideological and political education of the counselors of higher vocational colleges is mainly based on talks. Second, the students' ideological and political "two-course" education, that is, the students' ideological and moral curriculum and the Marx theory curriculum education. Third, the school-organized theoretical study course or lecture organized by the school provides a systematic theoretical study. Fourth, the ideological and political study of student spontaneous groups, such as the student self-management education organized by the Youth League Committee and the Student Union (Chen, 2008).

### **2.2 Pay Attention to the mental health education of students in higher vocational colleges**

In some vocational colleges, it is not uncommon for students to drop out of school and drop out of school because of psychological problems. These students have different psychological barriers but mainly focus on the economic aspects of self, environment, social love, career choice, and economy. At present, there are three main ways for students' mental health education in higher vocational colleges in China. First, a student psychological counseling institution is set up on the campus of a public higher vocational college in China, and professional staff provides psychological counseling and guidance to students. Second, some higher vocational colleges have a mental health course for college students in the curriculum system. Not only are there full-time psychological teachers, but also some relaxed and pleasant psychological courses that the counselors join to stretch the students' nervous mental emotions. Third, mental health associations or associations that are spontaneously organized by students in higher vocational colleges, through mutual help and mutual assistance within the organization, make some confused students out of psychological dilemmas (Zhou, 2015).

### **2.3 Forming a student management team in higher vocational colleges**

At present, the student management workers in China's higher vocational colleges are generally younger. There are advantages and disadvantages to this. One advantage is that these student managers have just joined the work, have enthusiasm, have ideas, and have a small age gap with students. There is no problem in communicating with each other. When problems arise, students analyze them. The guidance is more acceptable and is conducive to the development of student management. The downside is that the younger student management team is less experienced in student management. In the process of student management, some methods are lack of consideration. When dealing with students' problems, they cannot deal with problems from an objective perspective, which can easily aggravate developments and bring difficulties and obstacles to student management (Zhu and Liang, 2012).

## **3. Problems in Student Education Management in Higher Vocational Colleges**

### **3.1 The concept of student management in higher vocational colleges is backward**

Many higher vocational colleges have problems in the understanding of student management work, lack of unified understanding, and generally focus on enrollment and employment, ignoring the phenomenon of student management. There are also professional teachers who have an insufficient understanding of student management work. They believe that as long as the professional course teaching work is completed, the student management work is a work that the counselor or other functional departments need to pay attention to. There is no concept of "all staff education". As the task of administrative tasks of student management workers increases, most of the tasks of student management work are gathered on the shoulders of counselors, resulting in an increase in their workload. There is no time to study the rules of student management, and the lack of referential work. Did not go deep into the students' ideological and political education. Finally, the student management system is unreasonable. Because the student management work involves a wide range of functional departments and personnel, the management level is unclear and the responsibilities are unclear, which reduces the efficiency of student management.

### **3.2 The student management work team in higher vocational colleges is unstable**

The quality of middle school students in higher vocational colleges is uneven, and higher requirements are imposed on student managers. Not only do workers need to have the better physical strength to deal with work problems, but they also have to be in a state of high mental stress during work, so student management most of the workers are young teachers. But when these student management workers are no longer young as they grow older, they will be transferred to other jobs, and a new group of young managers will take over. In addition, in the preparation of traditional higher vocational education workers, counselors and class teachers basically have a national career. However, with the reform of education and the expansion of the scale of colleges and universities, the reduction of the establishment of national education establishments has made the professional teachers in higher vocational colleges occupy most of the preparations, and the student management personnel have been converted into employment contracts with schools. Staff. As a result, many student management workers have problems with their brains and carelessness during their work, and they have not regarded student management as a career.

### **3.3 The quality of student management personnel in higher vocational colleges is not high**

Undergraduate students are mainly employed in the process of recruiting student management personnel in higher vocational colleges. Their professional background is more complicated, professional overheating or too cold is more common, and it is far from the professional management related to students, which leads to the phenomenon that the students are not professional and the guidance effect is not obvious during the work process. In addition, the current counselors of higher vocational colleges are younger, their ideological systems and values are still

mature and perfect, and the realm of looking at many social problems is still lacking. Therefore, the guidance and core values of students in specific work establishment is not yet in place. At the same time, they lacked a certain amount of work experience to accumulate, did not accurately understand the principles and ability to improve, and ignored the smooth and effective development of student management.

#### **4. Systematic, Scientific and Institutionalized Strategies for Student Education Management in Higher Vocational Colleges**

At present, the management of students in higher vocational colleges in China has established a basic management system, but it is still in the initial stage of development. Management of many details has yet to be improved, and there are still many problems to be solved.

##### **4.1 Sound teacher management mechanism**

In order to improve the efficiency of student management in higher vocational colleges, we should first improve the teacher management mechanism. Grasp the level of teachers' entry management in higher vocational colleges. The content involved in the management of students in higher vocational colleges is very rich. Therefore, teachers who require students to manage their work must have a strong comprehensive quality. When recruiting students from the student management office, higher vocational colleges should adopt the "three-three system" as the guiding ideology, that is, the number of teachers is similar to that of the students, or even the same. In terms of the age of teachers, the principle of "three systems" should also be followed, that is, young teachers, middle-aged teachers, and elderly teachers should maintain a certain proportion. At the same time, we must pay attention to the relevant professional knowledge, skills and practical experience of the teacher population. Corresponding training is carried out for different teacher characteristics to ensure the comprehensive development of each teacher. At the same time, it is necessary to design career plans for teachers in the management work and to clarify the career promotion channels so that outstanding talents can be fully engaged in their work.

##### **4.2 Strengthen the daily management system of students**

The daily management of students in higher vocational colleges reflects the guiding principle of "people-oriented" and always respects students, personal interests and personality in the management of students. Put the students first, and build socialist successors on this basis. At the same time, student management teachers should use management mechanisms flexibly in their daily lives, and be aware of the importance of adhering to principles and flexibility in combination with management. In the student management work, it is important to remember that you should not dispose of the students because of a certain problem and do not ask for their ins and outs. This will not only have a negative impact on the teacher-student relationship but also lead to frustration in the students' self-esteem. In the student management work of higher vocational colleges, the final system does not mean that it is necessary to follow the system in full, but also to grasp the flexibility. Student management teachers should give students a relative understanding and care while adhering to the principle so that they can not only solve the problems existing in the current student management work, but also be supported by the students, and also have great benefits for the development of all aspects of the students.

##### **4.3 Establish a student self-management mechanism**

Most of the higher vocational colleges in China manage administrative students and are administrative teachers and ideological teachers. Therefore, these teachers habitually adopt rigid rules and regulations to manage students. However, this rigid management model is not applicable to students. Therefore, student management teachers should transform traditional management thinking and establish a self-management mechanism for students. In the process of implementation of management work, it is necessary to strengthen democracy and raise students' awareness of participation. Teachers should guide students to actively participate in student management

activities, and provide students with appropriate autonomy and decision-making power. Through the establishment of corresponding incentives, students are guided to actively express their inner thoughts, and then explore the potential needs of students. On this basis, student management teachers should establish the concept of empathy, and face problems should be resolved from the perspective of students. At the same time, we must pay attention to the role of students in management work, actively guide students to participate in self-management, but also pay attention to social development. Combining school resources with social resources is a way for students to feel the society, cultivate self-reflection awareness, and then enhance self-management.

## References

- [1] Feng J. (2015). Analysis of Student Management in Higher Vocational Colleges under the New Situation, *Journal of Liaoning Higher Vocational College*, 17 (8), 111-112.
- [2] Jiang B. (2010). The Importance and Urgency of Strengthening the Management of Vocational Education for College Students, *Science and Technology Information*, 27 (34), 86-87.
- [3] Ou Y.X.H. (2008). Talking about Student Management, *Entrepreneurship*, 25 (12), 154-155 in *Higher Vocational colleges*.
- [4] Han X.B. (2012). The Essence of Standardized Management of Higher Vocational College Students' Education, *Modern Communication*, 26 (11), 78-78.
- [5] Pang C. (2016). A Preliminary Study on the Institutionalization and Humanization of Higher Vocational Student Management, *Selected Essays*, 16 (2), 262-262.
- [6] Chen N.P. (2008). On Strengthening the Management of Students in Higher Vocational Colleges under the Network Environment, *Straits Science*, 24 (4), 58-60.
- [7] Zhou H.X.(2015). The Essence of Standardized Management of Students' Education in Higher Vocational colleges, *Literature Education*, 11 (6), 131-131.
- [8] Zhu L.H., Liang G.Q.(2012). Brief Analysis of Institutionalization and Modeling of Student Management in Higher Vocational Colleges, *China's extracurricular education*, 6 (36), 136-136.