Analysis of the Whole-Staff Education Tutor System under the Concept of "Three Full-Education People" under the View of Great Moral Education

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Abstract: Colleges and universities implement the "Three Comprehensive Education" in order to adapt to the goal of all-round development in the new era and to train talents for all-round development in the new era. Exploring the implementation path and guarantee mechanism of the "Three All People", actively constructing a new mechanism for ideological and political work of the "Three All People", and accomplishing the fundamental task of establishing morality is of great significance to universities. This article analyzes the problems of the full-staff tutoring system in colleges and universities, and studies the principles and strategies of the full-staff tutoring system in colleges and universities.

1. Introduction

With the continuous reform of teaching, the education industry and society put forward higher demands on college talents. Colleges and universities implement the system of full-staff tutoring, which can enable students to have good ideological and political literacy and provide a basis for their future work and life. Although colleges and universities have realized the importance of implementing the concept of moral education of "three full-education people", there are still some problems in the realization of full-time education, when colleges and universities should strengthen the exploration of the system of full-staff education tutors, and actively play the educational effect of the system.

2. The Value Connotation of the Background of "Three Whole Education People"

Regarding the definition of the concept of "three quatern education", scholars have not unified scientific interpretations. Summarize the scholars based on the existing research on "Three-Comprehensive Education", combined with the actual work practice of interviewing college counselors, and try to define the concept of "Three-Comprehensive Education": "Three-Comprehensive Education" It is to coordinate the above three elements of the main body, the time horizontal and the vertical dimension of the education work of colleges and universities, that is, "education of all employees, education of the whole process, and education of all aspects".

3. Colleges and Universities Implement the Full-Staff Education Tutor System Value Connotation

3.1 The Concept of Full-Staff Tutoring System is Implemented in Colleges and Universities

The system of full-staff tutoring in colleges and universities has the following main points: First, to carry out teaching for all, second, to achieve the goal of educating people, and third, to set up tutors. First of all, colleges and universities in the face of all students to carry out teaching work, highlighting the concept of equality in education, secondly, colleges and universities organize teachers in teaching to integrate the content of education, to achieve the effective combination of teaching and education, and finally, colleges and universities to let teachers follow up the students' learning situation, moral cultivation, professional skills and other aspects of literacy, targeted to

provide guidance to students.[1]

3.2 The Principle of Full-Staff Tutoring is Implemented in Colleges and Universities

3.2.1 Respect for the Principles That Students Need

Since the popularization of higher education, the number of college students has surged, there are large differences in the needs of students, some students have a higher pursuit of self-realization, some students also only have organizational needs, when many students participate in the university's implementation of the full-staff tutor system, if students do not have a higher demand, participation in activities of the enthusiasm is not high, it is easy to cause waste of human resources.

3.2.2 The Principle of Educating People

Because there are differences in students' knowledge base, subjective initiative, learning ability, etc., the educational work carried out by colleges and universities needs to respect facts and carry out teaching tasks in a targeted manner. Classroom teaching is the basic teaching guarantee. Teachers should take care of most of the student groups. Teachers can reform and innovate classroom teaching methods, so that students can maintain subjective initiative in the classroom and improve their learning efficiency.

3.2.3 Principles of Cultivating Elite Talents

College education is shouldering the task of improving the overall scientific and cultural literacy of the people, colleges and universities should adhere to the principle of elite talent training, provide personalized guidance to students, so that students continue to accumulate experience, form their own advantages and achievements, and gradually grow into an elite talent with professional skills. At the same time, colleges and universities should provide personalized guidance for elite talents, guide them one-on-one, not only to meet the requirements of improving the overall scientific literacy of the people, but also to play the effect of targeted teaching.

4. The University to Implement the Full Education Tutor System of the Problem and the Reason Analysis

4.1 The Status Quo of the Full-Staff Tutoring System in Colleges and Universities

4.1.1 Unable to Play a Full Educational Role

Because colleges and universities implement the system of full-staff tutoring involves different types of staff such as teachers, management team, logistics service team, etc., these personnel have different emphasis on the management of students, focusing on teaching, management, service three major work. Staff awareness of education is uneven, some personnel do not even have systematic training, it is difficult to play the role of full education.

4.1.2 Poor Synergy in Educating People in Colleges and Universities

The traditional management work carried out by colleges and universities places too much emphasis on the division of work functions, resulting in each management unit doing its own thing, teaching units only care about teaching, administrative departments and management departments are only responsible for management, the coordination between the various departments of the university is poor, which has a certain impact on the implementation of the full-time education tutor system.

4.1.3 Limitations in the Way Colleges and Universities Educate People

At present, teachers in colleges and universities have problems with students' teaching between classroom and extracurricular, online and offline. Teachers have less communication with students after class or online teaching, and they are not paying enough attention to students' follow-up learning feedback. , Resulting in more limited ways of educating people.

4.1.4 The Ratio of College Students to Teachers is Higher

With the popularization of higher education in our country, college students are facing more pressure than they are facing, students are facing great pressure of employment, urgent need to receive more educational guidance, and because some teachers and administrators in colleges and universities are unwilling to participate in the teaching and guidance of students, resulting in the current university in our country Mentors lack, can not play the best effect of the full education of the tutor system.

4.2 The Reason for the Problem of the System of Full-Time Tutoring

4.2.1 The Collaborative Education Platform is Not Sound

The reason for the low level of communication among counselors, students, professional teachers and departments is the lack of effective channels of communication.. Nowadays, with the rapid development of scientific information technology, counselors, professional teachers and other teachers and staff are limited by professional technology and even related network consciousness, and there is no targeted network to build a platform for communication with people. Therefore, the advantages of the characteristics of the times are not in the collaborative education platform to establish and improve.

4.2.2 The System of Collaborative Education is Not Perfect

Although there are related top-level designs such as collaborative education, instructors and professional teachers belong to two different departments in charge. Correspondingly, there are no relevant systems and policies for the two teams' collaborative education. This has led to two The team itself agrees with the related concepts of collaborative education, and believes that carrying out collaborative education related work can effectively improve the effect of education, but how to carry out the specific implementation, etc. have not been promoted and implemented, and it has also made all faculty members powerless.

4.3 Lack of Confidence in Co-Education

Since there is no exchange platform for collaborative education among various departments, and professional teachers have no relevant theoretical knowledge of ideological and political education, there will be professional teachers who believe that they are not competent for students' moral education. Relative to the counselors, they do not have relevant professional knowledge theory and believe that they cannot participate in the research of students' projects. As a result, the counselors do not have enough or in-depth knowledge of the students' majors, and they also have a one-sided understanding of the students' study and even the employment prospects. , Unable to give guidance to their students when they encounter problems in professional knowledge.

4.4 Colleges and Universities Implement the Strategy of Full-Staff Tutoring

4.4.1 Achieve Collaborative Management

For the diversified, personalized learning and growth needs of students in the new era, all units of high schools should re-examine the depth and breadth of collaborative work and fully tap the students' demands. In order to meet the needs of students in life, study, etc., college teachers, management team, logistics service team to provide services in concert.

4.4.2 Follow up the Whole Process of Educating People

Colleges and universities should identify the different education needs of students at different stages of growth and conduct targeted education. In addition to the four years of college students studying in school, the ideological and political education carried out by colleges and universities should also be located at the key node after the employment of college students, and cultivate the good habits of lifelong learning for college students.

4.4.3 Mobilize the Enthusiasm of the Whole Staff

In order to realize the educational goal of educating all students, colleges and universities should study the law of students' growth and the law of colleges and universities' thinking and political work, fully mobilize all personnel, so that all students outside the university can participate in the ideological and political work of college students. All departments in colleges and universities should divide labor and cooperate and assume their own responsibility of educating people.

4.4.4 Establish and Improve the Mechanism for Educating People

Colleges and universities should continuously improve the management system, starting from the object of management and educating, assess and supervise the educating process at each stage. Colleges and universities should focus on the exchanges and interactions between teachers and students and the physical and mental health of students, and establish mechanisms for student satisfaction surveys, feedback on teaching results, and management of practical internships.

5. The "3-1" Potential Mentor Education Model - the Practice of the Institute of Arts and Sciences Exploration

The predecessor of Wenhua College is "Huazhong University of Science and Technology Wenhua College". The general full-time college approved by the Ministry of Education in May 2003 was jointly organized by Wuhan Meilian Real Estate Co., Ltd. and Huazhong University of Science and Technology. There are more than 800 full-time teachers, of which, There are nearly 400 full-time teachers with associate senior titles or above, 76% of them have doctoral and master's degrees, and 40.8% of the total are double-qualified full-time teachers.[2]

5.1 The Overall Goal of the "3-1"Potential Mentor Educationmodel

In the new era, colleges and universities should adhere to the fundamental task of education. Personalized education has always been the characteristic education concept of Wenhua College. Through the school's three-nine personalized education model: three key points-potential, aspiration, and space ; Three types of students-academic, applied, and potential; "Three Ones" project-one person, one planning, one class schedule for life, one teacher and one excellent course. Student-centered education theory helps students grow into talents based on the individual differences of each student.

5.2 "3-1"Potential Mentor Education Model System

After the school's analysis of students' academic situation, the school has formed a system of potential tutors for class potential tutors, project potential tutors, design potential tutors and school party and government cadres, which is accurately matched for different grades and different types of students, as detailed in the table below1.

5.3 "3-1"Potential Mentor Education Mode Configuration

The configurationmode of "3-1"potential tutor education is the concrete implementation of the concept of personalized education, the comprehensive practice of paying attention to the commonality of students' growth and development law and paying attention to the characteristics of students' different potential exploration, and in the mode of potential tutor's education mode, paying attention to the whole staff, the whole process and all aspects of the concept of educating people into the framework system construction, forming the implementation framework of the"3-1"potentialtutor system with school-based characteristics and high reference significance. [3]

5.3.1 Class Potential Tutor Work Form

In 2016, wenhua College established the first class potential tutors for new students, i.e. a "potential mentor guidance group" for each new class, including 1 mentor, 2 to3deputy mentors, mentors served by full-time teachers, and deputy mentors by senior students. Through timely and effective communication within the class potential tutor, regular working meetings are held to provide targeted guidance to students. Through the establishment of students " growth file" way,

record students' learning, life, psychological conditions, students in the ideological and academic planning of leadership and training.

5.3.2 The Form of Work of the Project Potential Mentor

Develop a potential cultivation platform for the second and third grade students, including specific guidance for students' professional learning, social practice, innovation and entrepreneurship, etc. Establish the project first, recruit students according to the content and requirements of the project, and adopt a two-way free selection of teachers and students to carry out. After students enter the sophomore year, each department strictly selects outstanding teachers and assistants to serve as project potential tutors for sophomores and juniors in accordance with the characteristics of the students in that grade, and guide students to participate in specific projects.

5.3.3 Design the Form of Work of a Potential Mentor

In the stage of graduation design (thesis), the thesis instructor not only instructs students for graduation design (thesis), but also stimulates students' potential and guides their future development. Through the two-way choice of tutors and students, the school provides for each Senior students are equipped with a design potential tutor, who is mainly responsible for guiding students' graduation design (thesis), and providing them with guidance on employment and further studies.

5.3.4 Forms of Work of Party and Government Cadres

The school's party and government cadres participate in the class's potential mentor guidance group and serve as the class's potential assistant mentor. The office of the school's potential mentor guidance committee is responsible for arranging to each department. Its responsibilities are mainly to go deep into student classes, guide students to clarify development goals, and supervise and guide potential tutors of each class to carry out education tasks.

6. Conclusion

To sum up, under the pattern of "three full education", ideological and political education is the most basic work in the current university education, which can lay the foundation for students to learn and learn another theoretical knowledge. In the new era, colleges and universities are facing a major reform situation, we must explore the existing problems in the implementation of the full-time education system, through multi-party cooperation and layer-by-layer promotion, and gradually realize the full-staff education effect.

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