

Research and Practice of Correspondence between Teaching Management Work and Student Management Work

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Abstract: Teaching management work and student management work are the two major tasks in colleges and universities. The two kinds of work have natural correspondence and the both of the goals are to train high-quality talents. However, in practical work, there are various problems of work inconsistency between the kinds of work because they belong different functional departments. In order to better serve talents training, it is required to combine them organically. The suggestions of improving organizational structure, optimizing management system and strengthening information communication are proposed to provide references for relevant researchers.

1. Introduction

At present, there is a widespread phenomenon that teaching management and student management are separated in our universities [1]. The work cannot be arranged as a whole, which leads to many problems, which are very harmful to the development of students and schools. Only by comprehensively and thoroughly understanding teaching management and student management can we avoid the waste of management resources. Teaching management and student management are two independent and mutually reinforcing work systems. If they can be coordinated, the quality of teaching and education in schools will be significantly improved. Although the subject of teaching management is different from that of student management, the object of both are students, and they all work around the common goal of training high-quality talents. Therefore, the consistency of the overall objectives and the relevance of their final performance objectively require the two groups to promote each other in their work and form a positive interactive relationship. Active communication and communication between the two departments can create more favorable conditions for their smooth work. Piece. On the one hand, the diversification of university subjects and the increase of differences among students objectively put great pressure on student management. On the other hand, the changes of career aspirations and life planning, as well as the differences of college teachers, also bring new challenges to teaching management. College students are under tremendous pressure, which is manifested in economic pressure, employment pressure, learning pressure and various problems brought about by the inadaptability of personal life. This makes the task of student management more onerous, and the relationship between university teachers and students is changing. The requirements of students for teachers are generally improved. The overlapping of multiple problems makes it impossible for both teaching management and student management to solve the new problems brought by the reality alone.

2. Correspondence between Teaching Management Work and Student Management Work

Teaching management and student management in universities are mutually reinforcing, infiltrating and complementing each other [2]. They are also the basic requirements of teaching and educating people. On the one hand, ideological and political workers are required to closely cooperate with teaching work from the perspective of cultivating all-round development, only focusing on teaching work, and actively obeying and serving teaching work, so as to do a good job of

student management in a planned way. On the other hand, teaching staff should give full play to the function of educating people, actively observe the dynamics of students, and timely communicate with ideological and political workers. Teaching management and student management should be organically integrated, and the independent or even antagonistic relationship between them should be avoided. Only by effectively combining teaching management with student management can we improve the quality of education and teaching and truly achieve teaching and educating people. All the work of the school should be centered on educating people, insisting on integrating education into the overall management of colleges and universities, improving the management system and innovating the management mode. This is the most effective combination of teaching management and student management. The integration of teaching management and student management is not only related to whether the overall synergy of various systems in Colleges and universities can be really brought into play, forming a good situation of complementary advantages, but also directly affects the strength and depth of the whole education work. Therefore, standardization of management and reform and innovation have become the inevitable requirement of university management in the new era, and are important means of quality engineering construction and demonstration college construction. This is also an effective way to maintain school stability, solve a series of problems such as student's learning, ideological and political education, and improve the quality of college students.

3. Problems of the Integration of Teaching Management Work and Student Management Work

3.1 Problem of Ideological Incompatibility.

The level teaching management department is the dean's office, and the student management department is the student affairs office [3]. Accordingly, the Department responsible for teaching management at the college level is the teaching office, and the Department responsible for student management is the student office. There is less contact between the teaching office and the student office at the school level. As the teaching office and the student office directly facing the students, it is necessary to strengthen the contact and exchange information to solve the problems in the process of student's training. The teaching management department lays stress on imparting professional knowledge and neglects the education of students. The student management department lays stress on the ideological education of students and neglects teaching, thus affecting the all-round development of personnel training. In modern educational form, the two are interrelated. Such management is lack of a global view, and the responsibilities of each management department are single. Each department just wants to complete its own management work. It can't cooperate with each other. The teaching department emphasizes that teaching is the center of everything. The evaluation and assessment of teachers are also based on teaching. It seems that there is no contradiction between the assessment of counselors and the process of student management. In fact, it hides the separation between teaching management and student management. This situation causes students' professional learning and quality education to be out of tune.

3.2 Problem of Unclear Boundary.

The work efficiency in university is not high and human resources are hard to use. Under the current management mode, there are "two skins" in teaching management work and student management work. Teachers only attend classes, and counselors only attend to student's daily management. Lack of necessary communication, complementarity, infiltration and integration between them leads to the decentralization of management power and the lack of single force, which makes it difficult to form a situation of co-management. Especially in some work with unclear boundaries, both sides are unwilling to do it, and often adopt a perfunctory attitude when they need to cooperate with each other. In the case of limited managers and heavy workload, this work mode of block division will inevitably lead to the strict division of labor among managers, the flow of corresponding personnel and the weakening of mutual assistance function. Therefore, it cannot play

the role of management groups, and cannot make effective and full use of existing human resources. Because the peak period of teaching work is different from that of student management, the human resources that could be fully utilized through rational allocation are often tense because of the unreasonable management system and working mode, and the task is difficult to complete on time. The other side of the management is relatively idle.

3.3 Problem of Imperfect Process.

Due to the lack of effective communication between the two, some teaching management departments are imperfect in order to improve the quality of teaching, pay close attention to the style of teaching, check teaching plans, courseware, homework corrections from time to time, and the student management departments are also paying close attention to the style of study, strictly forbidding students to be late, absent from class, play mobile phones and other phenomena. Although all of them are grasping, they actually ignore the inner link between them. One-sided pursuit of a certain management is not effective. The Department of learning and engineering only manages the phenomenon of students being late and absent from class. As for whether students can listen carefully in class, it will become a matter for teachers. Teachers only manage the student's class situation, and they do not know the students' learning situation after class. The lack of communication between instructors and instructors is not conducive to the cultivation of qualified personnel. Under the background of mass higher education, the essence of university management is to realize the optimal combination under the constraints of limited resources. Teaching management and student management are two parallel branches of training qualified university graduates, which are interrelated and inseparable. Only by realizing the organic unity of teaching management and student management and establishing the integration and linkage between them can we better play the role of teaching management and student management. For a long time, due to the lack of overall arrangement of teaching and student management, teaching management and student management are like two parallel lines between schools and departments, resulting in many drawbacks [4].

4. Suggestions of the Integration of Teaching Management Work and Student Management Work

4.1 Improve Organizational Structure.

It is impossible to rely solely on a few leaders in school teaching and student management. We must concentrate the strength of the masses. Although this form of school-running and management mobilizes the enthusiasm of the departments to a certain extent, it is also common for different departments to have different demands for learning, different ideas of school-running, and separate government. We can set up relevant sub-departments to manage the daily teaching, educational and examination affairs, and supervise and guide the operation of teaching management. Therefore, in general, curriculum leaders can be established according to the actual situation. Teaching and research activities are organized by the directors of teaching and research departments and organized in an orderly manner. In the teaching work, the orientation of reward and punishment programs, etc., should have a more perfect system, so that teachers and counselors work with clear objectives. The implementation of teaching routine is the focus of the academic affairs office and the key to improving teaching quality. We must do a good job of students' examination and discipline, so as to ensure that students can test their true achievements. The teaching management mode mentioned here refers to the stable structural form of the process of teaching and management activities in schools. In the process of teaching management, it follows the strategic system and system of stable teaching management procedures and methods, including the combination of various elements in the process of teaching realization, teaching procedures and corresponding strategies in teaching management. And the system. Essentially, it is how schools support the interaction and function of teachers, students and textbooks through systems and methods to form a stable form of teaching management process. The evaluation of teachers and counselors should also focus on the future, based on the

development of teachers, help teachers analyze the past, explore how to better develop tomorrow, and promote teachers to embark on a virtuous circle of self-confidence. This is also through the system to improve the overall management efficiency.

4.2 Optimize Management System.

We should establish a set of perfect management system and realize the integration of teaching management and student management. The key point is to reform the relevant evaluation system of teaching management and student management, which fully reflects the guiding role of evaluation. We should adopt a unified management mode of professional class teachers and counselors. Selecting full-time teachers with strong sense of responsibility as part-time head teachers can strengthen the relationship between professional teachers and students. At the same time, we should eliminate the formalization of professional head teachers, not only to promote their professional titles and nominal counselors can undertake employment guidance and ideological and political related courses, so that counselors can timely understand the learning status of class students, thus effectively realizing the organic combination of teaching management and student management. Select some students with excellent grades and strong communication skills as head teachers, so that students can better communicate and communicate with each other before they manage students. They can not only cultivate student's management ability, but also activate the atmosphere of the class, thus promoting the smooth development of student work. College leaders can fully grasp teaching and students' teaching situation by listening to the lectures, hold regular teacher-student symposiums, collect information on teaching management and management in all aspects, make students' management and teaching work closer to reality and more targeted, thus effectively improving education and teaching. Quality. In the process of implementing the linkage mechanism, teaching managers and student managers should provide comprehensive information support to academic tutors and head teachers, to ensure that the two tutors face students in accordance with the rules and regulations and the direction of training is the same. The Deputy deans of teaching and departments will convey to all teachers the spirit of student's training plan formulation and grasp the general direction of students' training. The instructors are responsible for the explanation and consultation of teaching management rules and regulations. The assistant secretary of student affairs will introduce the basic situation of the students to all the teachers, and the counselor will be responsible for the explanation and consultation of the student management regulations.

4.3 Strengthen Information Communication.

Faced with the new situation and new requirements, school teaching management can only rely on the school leadership to lead teachers and innovate constantly on the methods of educational ideas, in order to achieve its own characteristics and meet the requirements of the times. In normal school life, if students violate discipline or other circumstances, the head teacher always communicates with the counselor and informs parents; at the end of each semester, the instructor and the counselor help the head teacher to mail the transcripts to each student's parents. By contacting the parent's system, parents understand their children's learning and life in school, improve their understanding of the school and parents, and promote the growth of students. We should actively create important conditions for running the campus network and step by step towards the road of modern information education. The reporting system of student's behavioral and ideological status and style of study relies on the strength of student cadres to enable class teachers and academic tutors to grasp students' ideological changes and attendance in class. Through the communication system of instructor-counselor-academic tutor-head teacher, instructors and counselors update the information and rules of head teacher and academic tutor in time, and the tutor communicates the problems or experiences with managers, so that each member of the linkage mechanism knows the overall situation of students as well. Through these systems, we have promoted the construction of a safe and harmonious campus. In the management work, school leaders should often understand the wishes of teachers and help them solve the difficulties in life or work. Teachers should have occasional mistakes or disputes, and leaders should talk in a timely manner. The Dean in charge of school

teaching should organize teachers to devote themselves to the study of educational theory, carry out educational research and stimulate internal activities. We take the initiative to develop the potential of teaching administrators and student management workers, and optimize the mode of educating people.

5. Conclusion

The ultimate goal of teaching management and student management is the same, which is to train high-quality talents. Through the organic combination of teaching management and student management, student management, professional head teachers, school leaders and parents work together to make the management system more detailed. At the same time, we also need to break the student management mode from a single counselor to a multi-person management mode, so as to achieve the unity of teaching and educating people.

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