

Analysis on the Reform Methods of Higher Education Management from the Perspective of Education Innovation

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Keywords: Innovative education; Higher Education; Education management

Abstract: With the continuous development of China's higher education, institution of higher learning attach great importance to education management and actively seek reform ways, which have laid a solid foundation for talent cultivation. Nowadays, the society's demand for talents is gradually increasing. Only by integrating innovative educational ideas into teaching can high-quality compound talents be cultivated. With the rapid development of China's economy, the demand for talents is getting higher and higher. On the basis of clarifying related concepts, it is necessary to correctly understand the shortcomings and deficiencies in the management of higher education. Based on the perspective of innovation, this paper puts forward countermeasures and suggestions to effectively deal with the education management work in institution of higher learning. It is necessary to strictly control the teaching staff, effectively improve the strength and level of the teaching staff, carry out different types of campus cultural competitions, enhance the initiative and enthusiasm of students to innovate, formulate effective and reasonable management methods in line with students, and conduct scientific management and correct management of students. guidelines. This paper mainly explores the reform strategies of college education management from the perspective of innovative education, hoping to help institution of higher learning carry out education management reform, thereby promoting the continuous improvement of college education level.

1. Introduction

At present, with the continuous change of the social environment, the educational management level of institution of higher learning does not adapt to the current social situation, which restricts the improvement of the educational level of institution of higher learning. Therefore, institution of higher learning must innovate the educational perspective and carry out the educational reform of institution of higher learning on this basis, so as to effectively improve the educational level of institution of higher learning [1]. From the macro-policy point of view, the management of education and teaching in institution of higher learning specifically refers to the top-down management system of institution of higher learning through the management of educational objectives, educational policies, educational planning and educational supervision under the organization and leadership of the national government and education authorities, which is the content and significance of higher education [2]. The traditional management methods for college students are mostly restricting students' behavior. In terms of methods, they are too simple, backward, and ineffective. Based on this situation, students' practical ability is not strong, and it will also suppress students' original innovation. Ability and enthusiasm for learning, it is difficult to achieve the cultivation of all-round talents [3].

In the process of educational management reform, we should integrate innovative educational ideas, so as to further improve the level of educational management and cultivate excellent talents [4]. After a long period of accumulation and development, higher education, including local higher vocational colleges, has made great progress in terms of enrollment scale, breadth and rationality of specialty setting, construction of teaching staff, employment quality of graduates, etc. However, it is undeniable that there are still obvious gaps and deficiencies in the current school-running efficiency and efficiency of local higher vocational colleges compared with those of developed countries and regions [5]. Higher vocational education has diverse school-running modes, rich school-running

levels, and flexible operating mechanisms. It has rich connotations in terms of teaching organization forms, institution of higher learning, organizational development, and historical evolution. It is an important part of the higher education system, especially higher vocational education. Education is closely related to economic and social development, and is highly valued by governments and educational circles around the world [6].

2. The content of educational management in Institution of higher learning from the perspective of innovative education

2.1. Lay the foundation for training high-quality talents

In recent years, the enrollment scale of my country's institution of higher learning has been expanding. In order to cultivate high-quality talents, major institution of higher learning have paid more and more attention to the reform of education management. To ensure the comprehensive training of talents, it is necessary to improve the education management model, adjust the training objectives of talents, implement innovative education, and enable students to have innovative consciousness and innovative spirit [7]. As the enrollment scale of institution of higher learning is expanding day by day, the quality of students is uneven. If institution of higher learning can not reform the traditional education management mode, it will affect the improvement of education quality, and can not transport qualified talents for the country in time. Innovative education is an enterprising and bold reform of traditional education, which is a new definition of educational function. Its purpose is to cultivate high-quality talents who adapt to the society [8]. In the introduction and management of talents in institution of higher learning, a unified evaluation can be conducted by the personnel department, and only those who pass the evaluation can be employed in institution of higher learning. Teachers in institution of higher learning need to fully realize the organic combination of theoretical knowledge and skills in teaching ability and social practice ability. Scientific and effective education management can comprehensively improve the efficiency of college education management and lay a good foundation for the improvement of college education level.

From the perspective of innovative education, institution of higher learning should establish correct talent training objectives, and then carry out the reform and innovation of teaching management on this basis [9]. Teaching management in institution of higher learning mainly includes the management of teaching staff and course teaching. From a worldwide perspective, higher vocational education is a new type of higher education that appears at a certain stage of economic and social development, and it is another type of higher education with different qualities from the traditional general higher education. It is a higher stage of vocational and technical education, aiming at cultivating practical, technical and skilled professionals who have certain theoretical knowledge and strong practical ability, and are oriented to the grass-roots level, production, service and management of front-line professional posts. Innovative educational concepts cannot be perfectly integrated with any educational management model. Only those strict, standardized and innovative educational management models can meet the original intention of innovative educational concepts. If the educational management level of higher vocational colleges is relatively low, the forced adoption of innovative educational concepts will not achieve the desired results.

2.2. Change the traditional mode of educational management

With the continuous development of the times, the Internet has penetrated into various fields, the importance of information has become increasingly prominent, and the competition for talents has become increasingly fierce. To improve the quality of talent training in institution of higher learning, it is necessary to understand the talent requirements of major enterprises, improve the talent training mechanism and optimize the educational management structure. The so-called innovation refers to eliminating old things and creating new things. The innovation of teaching management reform refers to the change and creation of management, which is the whole process from the generation of

new ideas and new ideas to the application of these new ideas and new ideas. In the actual teaching process, for example, as long as teachers and students rush to the classroom according to the time set in the rules and regulations, according to the chapters set in advance, and use the corresponding teaching materials to carry out the teaching process, but the interaction between teachers and students, students' cognition and acceptance of new knowledge and other problems related to the teaching content and teaching effect are difficult to effectively supervise with the help of teaching management, The actual teaching situation under this teaching management mode can be imagined. The triple helix theory is an innovative model based on the "triple helix concept" and the changing interaction of three important participants. It effectively expresses the relationship between universities, enterprises and government. It can be seen from the diagram that the three parties are interrelated, but also have a large independent space, which can support each other and extend independently, just like a helix. As shown in Figure 1:

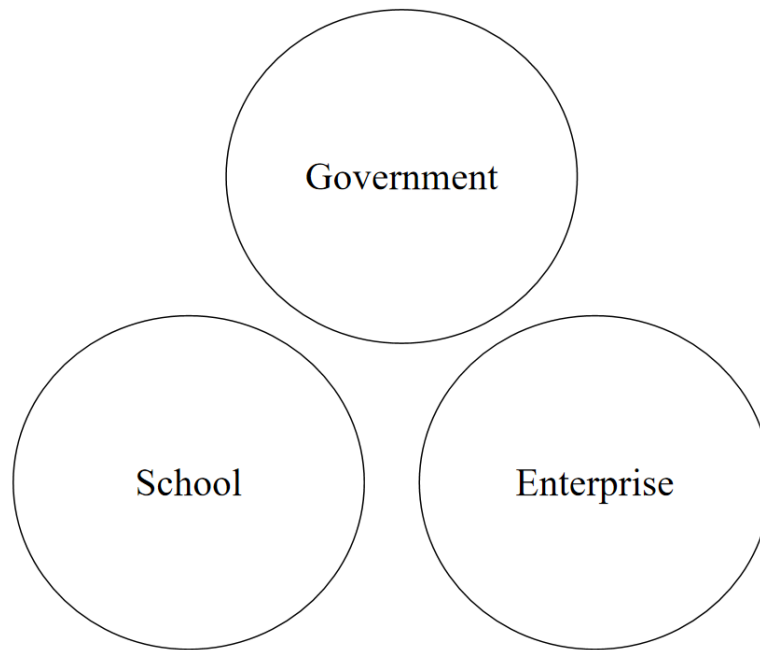


Fig. 1 Theoretical diagram of triple helix structure

The formal shallow management commonly used in local higher vocational colleges only meets the lowest level needs of normal teaching and scientific research of teachers and students in higher vocational colleges, but it needs to be changed into a deep-level target management mode if we want to make a breakthrough. First, change the original traditional teaching concept. Second, arrange courses reasonably. Third, let students know clearly what innovative education is. Fourth, cultivate comprehensive talents. The traditional teaching method pays attention to the teaching of students' written knowledge. While students master the knowledge, there is no clear way to apply the knowledge to life. Most students only read books. Comprehensive development of compound talents. Therefore, institution of higher learning should reasonably use innovative teaching, so that students can be based on personal practice, so as to improve their comprehensive quality.

3. Problems in educational management in Institution of Higher Learning

3.1. The concept of educational management is relatively backward

Many education management staff still use the traditional education management mode when they carry out their work, and lack innovative ideas and awareness in their work. The system of education management in institution of higher learning is not perfect, and managers lack effective reference in their work. Innovative education has received due attention in many institution of higher learning, but at present, the teaching mode, teaching staff and management system of

institution of higher learning can not meet the needs of the society. Therefore, innovative education is still in the primary stage in Institution of higher learning. In the existing teaching system, innovative education has been regarded by institution of higher learning as the main scheme for cultivating students, but most teachers use traditional education methods as guidance, and pay more attention to classroom theoretical teaching. Taking classroom teaching as the main form, students lack practical opportunities and time, and the teaching content is too single, so it is difficult for students to truly feel the significance of innovative teaching, Such a teaching process can not help students cultivate innovative spirit.

The working system of educational management in institution of higher learning is too single, and most institution of higher learning set performance appraisal standards for teachers and educational administrators, the purpose of which is to improve the enthusiasm and initiative of teachers and educational administrators from hard indicators, stimulate the potential of both sides in their jobs, and better realize their dedication, teaching and educating people. To construct a student-centered educational management, teachers should pay full attention to students' growth, always take it as their duty to cultivate students, and constantly discover and improve students' shortcomings and deficiencies in the process of education. In the process of education, institution of higher learning should rationally use various information-based means to fully stimulate students' enthusiasm and initiative in learning. Reasonable teaching methods can fully stimulate students' interest in learning, effectively improve students' ability to learn independently, and build a dual-subject teaching model that conforms to the higher education management model, so as to effectively improve the quality of education management in institution of higher learning.

3.2. Innovate the teaching management system

It is necessary to build a perfect teaching management system and ensure that all work in institution of higher learning is carried out in an orderly manner strictly in accordance with the requirements of the system. Cultivating positive and all-round talents is the main purpose of innovative education in institution of higher learning, and the innovation and reform of educational management is also the core. If the educational management work of our country's institution of higher learning wants to achieve fruitful harvests and cultivate modern talents with both political integrity and ability, it is necessary to have a high-quality, high-efficiency and high-quality teaching management and teaching staff. When formulating the evaluation system for education administrators in institution of higher learning, it is necessary to subdivide the items one by one, to be clear and specific, to conduct effective evaluations on employees on a regular basis, and to formulate an effective reward and punishment system in combination with the evaluation and evaluation. In terms of education management, institution of higher learning should mainly guide and encourage teachers to implement innovative education, establish a platform for teachers to communicate, so that teachers with limited teaching level can improve their teaching level through the information platform, realize teaching information sharing, learn from each other and make common progress. The traditional teaching mode has been gradually replaced by the information age teaching mode. From the "Comparative Table of Traditional Teaching Mode and Information Age Teaching Mode", we can easily find that many changes have taken place in learning subjects, teaching methods and teachers' roles. As shown in Table 1:

Table 1 Comparison of traditional teaching mode and information age teaching mode

Comparison table between Traditional teaching mode and information age teaching mode	
Traditional teaching mode	Information Age Teaching Mode
Teacher teaching	Student research
Didactic teaching	Interactive learning
Timed teaching by subject	Authentic multidisciplinary Problem-solving learning
Collectivized and impersonal individual learning behavior	Diversified and personalized Cooperative learning behaviors
The teacher as the monopoly and disseminator of knowledge	Teachers as facilitators and guides of learning
Evaluation of subject knowledge and separation skills	Action-Based Comprehensive Evaluation

We should improve and innovate the existing management system, optimize the education and teaching management system, and strictly standardize teachers' behavior. Teachers should go to work on time without being late or leaving early, carry out teaching in accordance with the tasks and requirements of the syllabus, constantly innovate teaching ideas, carefully assign homework to students, and make corresponding corrections. In addition to introducing high-level educational management talents with innovative education awareness, institution of higher learning can also let school employees go to institution of higher learning with better educational management reform to exchange and study, and at the same time, they can organize school teachers to learn from the successful experiences of other schools in innovative education, so as to comprehensively improve the innovative education and teaching management level of schools and improve the quality of running institution of higher learning. Campus culture is one of the main contents of education management in institution of higher learning, and campus culture can accurately reflect the spiritual pillar and traditional culture of institution of higher learning. Different types of campus cultural activities are an important way to improve the quality of students, and at the same time can provide students with a more relaxed campus environment.

4. Conclusion

At present, the background of higher vocational education is innovation. In order to make a breakthrough in this environment, local higher vocational colleges have to actively cater to the educational development trend, and find out the rectification measures and paths according to the present situation, that is, change the formal shallow management into deep-level target management, change the low-level restrictive management into high-level incentive management, and change the inefficient administrative management into high-efficiency academic management, so as to strive for more achievements in the innovative educational management reform. Innovative education should take students as the main body, start from the perspective of college students, and achieve the purpose of optimizing the internal framework of college organizations and carrying out innovative education by changing students' behavioral cognition and awareness and changing college education models. Teachers should give full play to their exemplary guiding role, optimize the internal framework structure and content of institution of higher learning, realize educational reform, and comprehensively implement innovative education and teaching. Institution of higher learning can promote the smooth progress of college education management reform from the perspective of innovative education by improving the innovative education consciousness of college education managers, improving the assessment and evaluation system of college staff, and improving the ability of college education managers, so as to continuously improve the quality of college education and cultivate excellent talents with innovative spirit and innovative ability and high comprehensive quality.

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