

The current situation and countermeasures of student management in higher vocational colleges under the background of new era

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Abstract

With the rapid development of China's economy, economic globalization and the increasingly developed information network, the demand for applied talents is increasing. At the same time, due to the popularization of higher education, the scale of higher vocational colleges is becoming larger and larger, the comprehensive quality of students in higher vocational schools is declining, and the ideas are becoming more and more complex. Under the new situation and challenges, the traditional management mode and methods of students in higher vocational colleges cannot adapt to the development of the new situation, and the existing problems are becoming more and more prominent. Student management is not only the focus of higher vocational college work, but also extremely complex and cumbersome work, directly related to the smooth development of other work in higher vocational colleges, and even affect the stability of family and society. In view of the current situation of student management in higher vocational colleges and the characteristics of higher vocational students themselves, how to gradually improve the work of student management and realize the goal of training skilled and applied talents in higher vocational colleges is an urgent task for managers of higher vocational colleges.

Keywords

Student management; higher vocational colleges; countermeasures.

1. Introduction

By the year 2014, the number of colleges and universities in China has exceeded the number of undergraduate institutions, reaching 1327. Among them, there are 1186 Career Technical Colleges, accounting for 52.47% of the national institutions of higher learning. In terms of enrollment, from 1996 to the end of 2015, the enrollment of general specialty students increased from 460,000 to 34843,000. Judging from the number of students, by the end of 2015, the number of general college students in China reached 104.86 million. It can be seen that higher vocational education has accounted for half of China's higher education. However, due to the continuous expansion of the scale of higher vocational colleges and the increasing number of students, there are great differences in the personality of students in higher vocational colleges, and their thoughts, behaviors and values have shown a trend of diversified development. These differences and diversification trends are undoubtedly great difficulties and challenges for student management. On the other hand, in recent years, a large number of secondary schools have been upgraded to higher vocational colleges. Although these upgraded higher vocational colleges have upgraded their educational level, they are not standardized and up to standard in terms of management system. Because of the key factors such as the change of students and the weakness of teachers, there is a lack of mature theory and practice of student management in higher vocational colleges. Therefore, there are many problems in student management. Undoubtedly, the emergence of problems such as different quality of students, different

personalities and unclear school management concepts poses severe challenges to higher vocational colleges in terms of management concepts, management systems, management contents and management methods. Nowadays, with the rapid development and reform of higher vocational education in China, it is particularly important to improve student management, improve the quality and efficiency of student management, and cultivate corresponding talents.

2. Research status of higher vocational education in China

Although China's higher vocational education started relatively late, but the development is very rapid. Many scholars in China have made theoretical research on Vocational Education from various perspectives, and have accumulated some achievements. Wang Xiuxia analyzed the management of students in higher vocational education from the perspective of flexible management, and found that there are some problems in the management of students in higher vocational colleges, such as rigid management mode, superficial management and lack of enthusiasm of students. The traditional rigid management mode has been unable to fully adapt to the changing situation of higher vocational students' work. Higher vocational colleges should change management concepts, innovate student management methods and rebuild student management team to optimize higher vocational students' work and improve the flexible level of student management [1]. Wang Qi and others have studied the management of students in higher vocational colleges from the perspective of governance theory. They believe that governance theory is a new perspective of student management model, which can effectively meet the management of higher vocational colleges and students' demands. It is pointed out that there are many challenges and difficulties in the process of introducing the theory of governance into the management of students in higher vocational colleges. Therefore, we need to improve and innovate the management concept, management system, management mode and management methods in order to make the complicated student management more scientific and meticulous [2]. Jiang Rong analyzed the management of students in higher vocational colleges with the idea of people-oriented, analyzed the current situation of teacher-centered, Management-centered and student-centered in the management of students in higher vocational colleges, and put forward the idea of human-centered management to infiltrate into the management of students [3]. Zhao Jianjun and others, starting from the problems existing in the management of students in higher vocational colleges, put forward that the management of students should establish a "people-oriented" concept of student work [4]. Zhou Guangli pointed out that student management is the core value of "people-oriented" in the management of higher vocational colleges. He also pointed out that the implementation of "people-oriented" must be combined with the specific situation of higher vocational schools, and that the psychological health, career planning and employment guidance of higher vocational students should be the focus of management work. Jiang Jie studied the mode of higher vocational management system from the perspective of the new public management theory, believing that the new public management theory has an important innovative role in the higher vocational management system [5].

3. Characteristics of higher vocational students

3.1 The decline of cultural quality of higher vocational students

In recent years, with the continuous decline of the total number of students, on the premise of maintaining a higher enrollment scale in undergraduate colleges, the number of students in higher vocational colleges is becoming smaller and smaller, and some vocational colleges cannot even complete the enrollment plan. For example, in 2017, Jiangsu plans to recruit 372,800 students, including 194,800 undergraduate students and 178,000 higher vocational students. However, the total number of candidates in Jiangsu Province in 2017 is only 330,100, with the admission rate as high as 113%. There are also some candidates who choose to re-read and study abroad. In fact, the total number of candidates is less than the total number of statistics. The following problem is that the quality of students in higher vocational colleges cannot be guaranteed because the source of students

is at the end. Some students in higher vocational colleges are labelled as "poor students" even in high schools. The negative attitude of higher vocational students in learning troubles the student managers in Colleges and universities.

3.2 The change of students' characteristics in higher vocational colleges

At present, the campus of higher vocational education is mainly post-95 College students. They are energetic, playful, rebellious, flexible and chasing non-mainstream. This group regards the Internet as an indispensable part of life. Some students are keen on fantasy games or social networking, and do not like face-to-face honest communication with teachers. But they like to show themselves and their true selves in the virtual society. They also have the characteristics of being able to solve things online and unwilling to solve them offline. In the Internet era, for Vocational students, the current geographical distance has now become a psychological and emotional distance. Zimmer summed it up as "distance means that a person with a heart is in the distance, while strangeness means that the person around him is close to the horizon". What worries the student managers in higher vocational colleges is that, on the one hand, "the world is close to each other", on the other hand, "the furthest distance in the world is when I stand in front of you while you are playing with your mobile phone." Although higher vocational students are important participants in the network society, on the surface, they are mostly knowledgeable and have more access to information, but they lack their own views and perspectives on social problems, and more are not independent.

4. Current situation of student management in higher vocational colleges

The main purpose of the development of higher vocational colleges is to train high-quality and high-skilled talents. However, the management of students in higher vocational colleges is facing great challenges, and there are many problems. The concrete manifestations are as follows: At first, student management tends to be superficial. Student management involves many levels, especially the contents and departments, which are closely related to student work. The implementation of student management is mainly faced with some students with poor self-control consciousness. However, some higher vocational colleges lack student management mode and methods, and complex tasks cannot stimulate students' interest in learning. There are some difficulties in improving students' comprehensive quality and ability, which leads to the formalization of management work. Secondly, the simplification of management mode. Because of the influence of traditional ideas, the student management model of some higher vocational colleges cannot adapt to the current teaching model, which is realized through planned economic conditions. Students' grass-roots organizations are relatively stable and the management system is clear, but the management and teaching objects are relatively fixed, and the ideological and political education work is carried out in a relatively closed state. In this case, the work is basically based on the experience of workers, lack of information exchange with the outside management, cannot promote the overall development of management work. Thirdly, the systematic and coordinated management of students is not enough. At present, there are obvious problems in the management of students in Higher vocational colleges, which have poor passivity and more forms. For example, the inspection of student dormitories shows that there are obvious "dirty, chaotic and poor" phenomena. Some schools lack the cultivation of students' quality, and the management of students remains on local issues, which cannot be in line with the high-quality education. Fourthly, students' information management in higher vocational colleges lacks top-level design. There are many problems in information management of students in higher vocational colleges, such as the lack of information sharing among functional departments, functional departments and secondary departments or teaching units, and the failure of higher vocational colleges to synchronize with software construction in hardware construction, which makes it more difficult to integrate information and data. The real problem is that students' information and data are scattered and lack of effective integration. Therefore, students' information and data cannot be timely and effectively conveyed to the required teachers and students, and related personnel to obtain

relevant information procedures are cumbersome and difficult, which is not conducive to a comprehensive understanding of students.

5. Management countermeasure of students in higher vocational colleges

5.1 Improving the level of student management staff

Firstly, the assessment mechanism of student management staff should be improved. In the aspect of assessment, we should improve the attendance system of counselors and head teachers. Assessment should be strengthened, and the results of assessment should be linked to the job appointment of counselors, various types of evaluation, allowances and so on. Reward and punishment should be clear. The training of counselors and head teachers should be strengthened. Different professional backgrounds will be classified for training. According to the different characteristics of each person, targeted training is carried out to improve their working ability and self-quality through training. In this way, students are guided to establish correct outlook on life and values. Secondly, we should improve the selection requirements of student management staff. Professional background should be taken as an important basis for selection in recruitment. For example, the major of Ideological and political education, psychology, pedagogy, management and so on. In addition, candidates with high academic qualifications should also be given priority. Highly educated counselors have certain advantages in professional management and comprehensive quality. In the allocation of counselors, the ratio of counselors to students should not be more than 1:200, which can ensure that every class in every department has counselors and head teachers. Thirdly, we should cultivate a stable student management team. The relative stability of counselors is very important to the work of students in higher vocational colleges. Therefore, in order to make excellent talents work safely for a long time, it is necessary to enhance the professional identity of counselors and head teachers. Through the establishment of career planning and career promotion channels for counselors, excellent counselors should be retained as far as possible through incentives. They should be encouraged to become experts in student management and the backbone of student management. Through the above way, a team of professional and professional counselors and head teachers will be established.

5.2 Enriching the content of management

According to the actual situation of students, we should change the educational function and pay attention to the individualized development of students. Under the new situation, if the management of students in higher vocational colleges wants to be carried out orderly, it is necessary to change the working concept and put the concept of healthy development of students throughout the whole process. We should take students as the main body and students as the starting point to unify students' development goals and professional training. At the same time, it is necessary to stimulate students' innovative consciousness and creative thinking to cultivate students' innovative ability. Therefore, we should build a platform to help students achieve innovative development, create a good working atmosphere, and mobilize students' divergent thinking.

5.3 Change the management concept and adapt to the new teacher-student relationship

Under the current school-enterprise cooperation mechanism, the relationship between teachers and students is prone to change. The main relationship between teachers and students needs to be extended from schools to enterprises. The team of student work in higher vocational colleges should not only take on the management functions of students during their school days, but also actively dock with enterprises and fully intervene in the process of apprenticeship management. Only by innovating management concepts in this way can a new teacher-student relationship be established. In addition, students' self-management can also be integrated into the new teacher-student relationship. Usually, when students are in school, they do not like to communicate with teachers because of the unequal status of teachers and students. In this way, once entering the enterprise, when the psychological changes, it will increase their psychological burden. At this time, teachers should take the initiative to communicate with schools, strengthen the tracking of students' business practice process, and help

students to guide their psychology in time. Teachers should make full use of such instant messaging tools as Wechat, Microblog and QQ, break the time and space restrictions, fully understand the psychological changes of every student after entering the enterprise, and immediately feed back to the school when they encounter major problems. In this way, we can not only improve the efficiency of management, but also discover some potential dangers in time. In this way, we can better protect the interests and safety of students.

6. Conclusion

This paper summarizes the characteristics of the current higher vocational students and the current situation of the management of higher vocational students, and gives the corresponding countermeasures and suggestions, which has a certain role in promoting the management of higher vocational students' work.

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