Thoughts on the Main Methods of Higher Vocational College Students’ Education Management—Taking Chongqing Business Vocational College as an Example

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Abstract. The student management in higher vocational colleges has both universality and particularity. The students are more active thinking, love practice. However, their theoretical knowledge learning interest is low, according to the practice of students’ management in Chongqing Business Vocational College. To train students to become high-quality skilled person to adapt to social development, and socialist modernization builders and reliable successors as the goal, this paper tries to put forward some feasible and effective methods for students' management in order to better guide the educational management of Higher Vocational colleges.

1. Brief Introduction to Chongqing Business Vocational College and its students

1.1 Brief Introduction to Chongqing Business Vocational College

The School was founded in 1962, which is held by the Chongqing municipal government and built by the Chongqing Municipal Commission of Commerce and the Chongqing Municipal Education Commission. It is a full-time public vocational college. It is located in No. 81 Middle Road, University Town, Shapingba, Chongqing, covering an area of more than 600 acres. There are more than 7500 students, 370 teachers and staff members, 98 people with senior high and above titles, and more than 80% dual quality teachers. The school is based on the needs of economic and social development, accounting, finance, business management, catering, tourism, publishing, media and other six major groups of 32 professional, of which there are 6 backbones of the municipal majors. The school attaches great importance to international cooperation and exchange with the school enterprise cooperation, and has established a cooperative relationship with the Jingdong, Sichuan Yao Mazi Catering Co. Ltd., Chongqing Yao Mazi incorporated company and more than 100 enterprises, has built more than 80 off campus training base and more than 130 on the industry base. In recent years, the employment rate of graduates has reached more than 98%. More than 10 foreign well-known colleges and universities like Korea Chodang University have established cooperative relationship with the school. The school adheres to the motto of "learning, running, and managing the business and the world," and firmly promotes the "three steps" development strategy, which is facing the construction of distinctive features, prominent advantages, and in the industry has important influence on the application of undergraduate colleges and universities, the goal of unremitting progress.

1.2 Analysis of Students in Chongqing Business Vocational College

There are over 7500 students, 4 schools. And there are 3000 students in School of Accounting, 2000 students in Business Administration, 1500 students in Publishing and Media department and 1000 students in School of Restaurant and Tourism, accounting for about 40%, 30%, 20% and 10% respectively. 2016 enrollment of 3229 people, 2968 people in Chongqing, accounting for 92%. Higher single stroke and college entrance examination were enrolled 1513 people, 1716 people, accounting for 46.86%, 53.14%. High schools, ordinary high schools and secondary vocational schools were 3094, 135, accounting for 96% and 4% respectively. The number of students in urban and rural areas was 1458, 1771, accounting for 45% and 55% respectively. The college entrance
examination scores ranged from 240 to 300 points. In summary, the source of students in Chongqing, a large proportion of vocational high school graduates, the proportion is too high, a higher proportion of rural students. These characteristics have brought great challenges to the management of education, and how to make them grow up through three years of study and life, the way of education management is very important.

2. The Main Methods of Student Management

With the increasing demand for talents and requirements of society, the internal and external situation of students' academic achievement and family status has become complicated. The educational management of higher vocational colleges needs continuous innovation, methods and methods to adapt to the rapid changes in the internal and external environment, teach students in accordance with their aptitude, and temper justice with mercy, combine scientific and technological guidance, make good use of cadres, improve innovation, and train qualified builders and reliable successors of socialist modernization.

2.1 Combining Universal Education with Individualized Instruction;

The incomplete, integral and dynamic of human development determine the universal demand for education. The order, imbalance and individual difference of human development determine the individualized demand for education. Therefore, education should train students organically, combine universal education and teach students in accordance with their aptitude. First of all, the teachers should fully understand the situation of each student, mainly including the family environment, such as family education model, economic conditions, parents' professional types, learning and growth environment, like their high schools, learning attitude, academic performance, special interests, personality, psychological qualities, and personality characteristics, temperament type, interpersonal relationship. Then, we should grasp the dynamics of each student's thinking accurately, especially the outlook on life and values, academic status and life planning. Analyze each student in the ideological and moral, knowledge, growth and ability to play in the areas of recent development, according to each person's recent development zone, specific, planned, positive goals and vision. Encourage and inspire everyone to achieve their own goals and vision, and make their physical and mental development in a comprehensive and freeway.

2.2 Combining Strict Demands with Care and Love

Education should train students to have love with mercy, and combine strict demands with care and love. Firstly, strict demands mean that the teachers should respect and trust the students and fully understand the students. Listen to students' ideas and demands seriously, the request is out of love, sincere and inspire students’ self-esteem and self-confidence. Secondly, higher expectations and goals for individual students should be put forward in terms of ideology, morality, academic achievement and behavior habits. The teachers allow students to write year plan and read it in class, stimulate expectations and goals and motivate students to strive for themselves. Thirdly, the teachers should correct and guide students' incorrect, inappropriate ideas, expressions and behavior, point out their mistakes, at the same time, give correct and appropriate suggestions and programs, and gradually guide students mature, appropriate speech and behavior rationality. Fourthly, in the class cadre selection, scholarship assessment, excellent selection, internship arrangements, students work assignments, discipline violations processing, disputes disposal and so on. School staff should be impartial, realistic, true reflect the students' comprehensive performance. Firstly, care and love should be based on equality and equal treatment for all students. Secondly, students who have special difficulties, such as family poverty, physical disability, divorced parents, single parent students and poor school education, should be given a certain inclination. Solve their actual difficulties as their capacity allows and encourage them to work hard, self-reliance, self-confidence and optimism. Thirdly, encourage all students to establish confidence, establish goals, progress, guard against conceit and self-education and self-development.
2.3 Combining Benign Relations with Scientific Guidance

The essence of man is the sum total of all social relations. In the process of school education and student management, the main social relations are the relationship between teachers and students, the relationship between students and the relationship between teachers. The existence and status of these relationships have great influence on the growth and success of students. Keeping good teacher-student relationship is mainly in three aspects. Firstly, treat each student equally. Secondly, establish the trust and sincerity of teachers and students. Thirdly, grasp the relationship between teachers and students in a sense of strictness and sense of distance properly. Forming good student relations is mainly in three aspects. Firstly, we should create an atmosphere of equality, discipline, friendship and upward class atmosphere. Secondly, give full play to the class cadre and outstanding students, help the demonstration of love. Thirdly, resolve the contradiction between students in time, eliminate the factors of collective solidarity in the damaged class, and cultivate the consciousness and behavior of the whole class in caring for each other, benign competition and collectivism. In addition, the construction of academic teams, full-time teachers, faculty and administrative staff and other good relations between teachers, the core lies in the unity and cooperation of the goal congruence and specific affairs of the training personnel. On the basis of maintaining a benign and harmonious relationship between the three types of relations, teachers also need to guide students in their scientific thinking, learning, physical and mental health, interpersonal relationships and lifestyle and so on, let students in benign social relations and the teacher's scientific guidance under the combined effect to get progress and change from Heteronomy to self-discipline, social expectations into individual ideals, external education into self-education, external demand into internal power, and to achieve continuous self-education and growth of students ultimately.

2.4 Training Cadres and Communicating with Teachers and Students

Student cadres are the backbone and key force of the class caucus, counselor's right-hand men, bridges between teachers and students, and play an important role in the management and services of students, such as counselors and other academic workers. However, student leaders have dual identities. On the one hand, they are students, and they must be integrated into their classes and groups to get the approval and support from their classmates. On the other hand, they are assistants to counselors, and teachers will ask for higher and more demanding than regular students, hope that they will set an example. At some time, there is a considerable gap between the teacher's demands and the performance of ordinary students. There are some difficulties and problems in the process of performance of their duties. Such as service consciousness is not strong, upload information issued not timely and inaccurate, stand by the classmates who have a good relationship with himself .That is to say, student leaders have both positive and negative effects on the management of students. Therefore, counselors should select carefully, use properly, rely on others and cultivate them with great care, so as to lower their negative influence until they are eliminated, increase direct communication and communication with all students, understand the true situation of the students, and know the work attitude, performance ability and actual effect of student leaders, respect and accept all students opinions and suggestions fully in order to guide, educate and train students' cadres, so that ordinary students, student cadres, counselors and other academic workers and full-time teachers coordinate ideas, goals, and form a cohesive force.

2.5 Combining Firm Self-confidence with Improved Innovation

College counselors must shoulder education, management and service, stand in the front line of student management and education service, and make sure and definite their roles and responsibilities at any time and place as a student, organizer, and instructor of everyday ideological and political education and management, the life mentor of college students and the intimate friend of College Students' healthy growth, to do the ideological and political education, service education, mental health education, cultivating students' independent and self-reliant spirit, no matter when and where, be firm and confident of the leadership of the Communist Party of China. Enhance road confidence, theoretical self-confidence, institutional self-confidence and cultural self-confidence,
using Marx Materialism and Historical Materialism consciously, the theoretical system of socialism with Chinese characteristics, socialist core values and other Marxism Leninism and all the results of China's education to train students, no matter when and where, the teachers should keep the glorious mission of training qualified builders and reliable successors of socialist modernization in mind. At the same time, they must improve innovative education methods, and specific content constantly, keep pace with the times through direct instruction, concentrated training, expert lectures, individual talk, psychological counseling, cultural infection, school spirit and style of study and class "3-styles" shape, activities, competition, promotion, model demonstration, party and group organization training, cadre training, practical training, visit and investigation, social practice and other methods. Enable students to establish the correct ideological and moral concepts and scientific goals in life, and practice earnestly and pursue actively, enable students to acquire the basic knowledge and acquisition methods they need to achieve their goals in life, and enrich themselves constantly, provide students with the basic skills and exploration channels they need to achieve their goals in life, and do self-study and self-creation constantly to enable students achieve progress in moral, knowledge and ability ultimately, that is, to enable students acquire the free and whole development of man's wise quality, man's social relation and man's individual nature in human history.

References