

Teachers also Friends• Heart to Heart talks • Lasting Effect• Help Teaching Reform —Innovation Research and Practice of the Class Teacher Management Work in Higher Vocational College

ZHIFANG ZHANG, HUI GAO and AOQI

ABSTRACT

According to the reality of education and teaching that the characteristics of the developing bad habits and the poor consciousness of the higher vocational college students , resulting in a series class management problems of the class teacher, further lead to problems of the class teaching management, which affect the effect of the class teaching and the effect of the teaching reform, through the long-term research and practice of the frontline class teacher management work, this paper proposed and practiced the class management model of the three stages of the six step, which is the class management model of lasting progress effect of Teachers also Friends• Heart to Heart talks, Lasting effect " .The relationship between the class teacher and the students becoming teachers also friends, students will be true to the teacher's heart, and through the implementation of a series of management strategies, so as to maintain class management effect of maintaining stability and active in order of the management of classroom teaching effect. And in the internship phase to achieve the whole process and the full range of education by means of the mobile internet cloud platform-Mosoteach. Realize intelligent information class management of the interconnection during the student, school, and enterprise. The purpose is to promote the teaching reform of higher vocational education, and to provide reference for improving the quality of talent training.

KEYWORDS

Teachers also Friends, Class Teacher of Higher Vocational College, Class Management, Class Teaching Management, Mosoteach.

THE SIGNIFICANCE OF CLASS TEACHER AND STUDENTS HEART TO HEART TALKS

Most of the higher vocational college students were considered as lower students under the traditional educational thought system, and they are not paid attention to by the teachers before they enter the university. Most of the students are growing up in their parent's control, their thoughts have been repressed, they form their surface to obey perfunctory habits, in the heart does not recognize the care of the teachers and parents. Because of the lack of effective communication between parents and teachers for a long time, it seriously hinders the improvement of the level of ideological understanding and leads to psychological sub-health. As time goes on, the habit of

Zhifang Zhang, HuiGao, AoQi, Ordos Vocational College, Ordos, Inner Mongolia, 017000, China

health is poor, consciousness is poor, discipline is common, and classroom learning attitude is not correct.

Based on higher vocational college students to obey the perfunctory and they do not discipline in higher vocational class, as the class teacher, they are a time bomb, a little inattentive will appear all sorts of unbelievable problem, teacher's heart there will always be a fear, a variety of potential safety problems always exist in the class. Safety is the primary and key problem in the management of class teacher. This requires the teacher in charge to expend energy to pay more attention to each student's psychology. So the class teachers in Higher Vocational Colleges really worry about the student.

Based on higher vocational students to obey the perfunctory and their lack of self-discipline, of full-time teachers in terms of the existence of this phenomenon to the classroom teaching management has brought problems, valuable classroom time a large part in the emphasis on discipline, emphasizing the learning attitude, seriously affect the effect of classroom teaching and teaching effect. If students can really talk to the teacher, the teacher can really grasp the ideological trend of the students, the students can really feel the pulse of the past, to guide students to adjust, then all problems will be smoothly done or easily solved.

HOW TO CLASS TEACHER AND STUDENTS HAVE HEART TO HEART TALKS-TEACHERS ALSO FREINDS [1]

To make the students to the teacher heart to heart talks. First of all, to relieve the insecurity of the students, let him believe that what the teacher said and done is good for him. Although our students are Post-90s college students, but their previous educational experience the most is the guidance of traditional education thought system, the result is that if most of the students to the teacher talk, they not only cannot get a solution, but also bring a series of so-called for their good punishment or blame.

As a teacher, we often unconsciously put myself on the opposite side of the students, I am accustomed to you, I teach you to do, I teach you to listen, especially for the wrong students, the teacher in charge of the role of educators and rescuers seems to be logical. But often because the teacher is too strong "role consciousness" hindered the emotional communication between teachers and students, but widened the psychological distance between teachers and students. There is a theory of psychological management. In order to make the other party accept your point of view and attitude, you must keep the relationship with each other, that is to say, "the other side and yourself" are regarded as one. The teacher regards himself and the students as one, and will stand in the students' position to understand the mood of the students. The teacher puts himself into the equal position with the students, so that the students feel that the teacher is "their own people", the teacher can understand themselves, so that students open their hearts. To achieve two-way dialogue between the teacher and students, the teacher in charge of the students' ideological and behavioral feedback to give timely guidance. So, if the students can really talk to the teacher, the relationship between teachers and students need to adjust to the new relationship between teacher and friend.

A new relationship that is Teachers Also Friends has been established between teachers and students, especially in view of the current university teacher Post-80s and Post-90s college students meet the university campus, the teacher of new relationship between teachers and students are friends easier to build, but also easier to maintain,

because the Post-80s teacher more understand when he accepted the inculcation of drawbacks of single linear ideological education.

CLASS MANAGEMENT STRATEGY OF TEACHERS ALSO FRIENDS• HEART TO HEART TALKS • LASTING EFFECT

During the roles of the class teacher of the Teachers Also Friends, students can truly open under the premise, how to manage to achieve the effect of classroom management and classroom teaching management effect while maintaining stability. Through the long-term research and practice of class teacher management work, put forward and practice the following class management strategy.

The general goal of class management is to create the class management mode of lasting progress effect of Teachers also Friends• Heart to Heart talks • Lasting effect. The realization of this goal can be divided into three stages and six steps. Overall class management strict degree: one month after enrollment, the whole management is the strictest, the teacher's relationship is more, one month later to the first semester, a little bit relaxed, the relationship between friends is more. The second semester, the overall management is relatively relaxed, vary from person to person, individual ideas, behavior habits are repeated, students are still very strict. The second academic year, the third school year is more concerned about guidance, friend's relationship.

The first stage: the concept of behavior adjustment period, mainly with the safety education of the university students to know the concept of psychological behavior adjustment.

This phase is completed in the first year. Because most of the high school teachers have overemphasized test scores, they have instilled ideas about the University and why they want to go to college. Therefore, the class teacher through the understanding of students' ideological trends, the concept, behavior and habits of adjustment. the class teacher put correct outlook of world, life, values into students' mind, which will be guiding students to academic planning and guiding the students' life planning. In this stage, if the class teacher can gradually penetrate the education, get the true trust of the students, and then make the student safety education work in the class control within the scope of zero risk, then three years of the teacher in charge of the safety education work is almost completed ninety percent.

The first step: freshmen enrollment education, clear the following matters

a). before the registration, in order to avoid the phenomenon of students from the same place grouped and subsequent study, life and communication convenience. The teacher according to the students arrange dormitory students, such as cross what region, art student's cross science students, vocational high students cross Senior high school students.

b). the teacher in charge of the class and students to clarify the concept of class management methods, to facilitate the majority of students understand the coordination.

c). the class teacher's hard requirements: attendance, discipline, rewards and punishments, according to school requirements, teachers and students to discuss and determine, after the strict implementation of the special circumstances exception. All courses in study pass examinations, which are generally achieved in the third semester. this will help to cultivate students' sense of responsibility.

d). select and train effective class cadres, combined with the needs of class management, democratic selection of cadres. In the first semester, all classes of cadres must be responsible for their work, and on the one hand, they should cultivate the spirit of practical work, and on the other hand, they should establish a good prestige in class. Easy to manage later.

The second step: one month after enrollment, the class teacher guides the class cadres personally and trains the students' class management ability.

The third step: three months after the first semester, working class cadres gradually independent, half a month to organize a ideological education theme class (Group) will pay more attention to the class teacher, class cadre work, timely communication and coordination between the class cadre, ideological education work with each other. The establishment of the cohesion of the class, at the end of the semester, a new year Christmas as an opportunity to organize class activities, the best of the class personally "dumplings", the establishment of a depth of understanding and communication between students through activities, on the other hand, some students left home for the first time, to create a "home" atmosphere, help class cohesion provided.

The fourth step: the beginning of the second semester, because the weather warmer, organize student's outdoor activities. Consolidating class cohesion.

The second stage: the concept, behavior, habits, consolidation period, mainly for two years of student's impetuous psychology, consolidate the idea and behavior habits formed in the first grade.

The fifth step: the second academic year is completed. At the end of the first school year, the second academic year begins. Students feel that they have entered the sophomore year, have understood the school, understand the teacher, but also understand the students. they also know how to deal with the requirements of the school and the teacher. At this time, students began to gradually impetuous psychology, good habits formed in the first grade is going down the line. If the class teacher does not correctly guide this time, the first grade is an excellent class, it may be in the middle of grade two or grade two at the end of the mess has become a mess. The second grade is the best period of professional learning courses, the burden is very heavy, if students psychological impetuous class atmosphere leads to confusion, seriously affect the students' academic.

Therefore, at the end of the first school year, the beginning of the second academic year. In view of the emergence of impetuous psychology, students do ideological education ahead of time. At least one month after the first half semester of the second school year, we should do a collective ideological education for the current situation, remind students in time, at ordinary times vary from person to person, find the students who have a slight decline in philosophy and behavior, and talk in time. By the second half of the second academic year, the concept, behavior and habits of the needle team students can be flexibly adjusted to do collective ideological education work.

The third stage: the concept of migration behavior, mainly for the internship training of the key role in personnel, one or two grade form good behavior habit of migrating ideas to work in.

The sixth step: the third academic year is completed. Students misled by previous students, some students will appear to find a unit to sign internships agreement, and then go home this kind of psychology. Therefore, the teacher in charge of second at the end of the school year in the third year, students practice knowledge and student course on post-employment guidance, according to the actual reasonable given the student's advice. Let the students in the first two years of the formation of ideas, habits, migration to the job. The internship process management in the mobile Internet cloud platform – Mosoteach [2] and class QQ group supplemented by the way. The Mosoteach.

will be extended to students working class management jobs, dynamic real-time understanding of students' thoughts, the ideological and political work through the whole process of education [3], realize the whole process of education, all-round education. The realization of student, school end, enterprise end interoperability, intelligent information class management.

SUMMARY

The class management mode of lasting progress effect of Teachers Also Friends• Heart to Heart talks • Lasting effect, which in the three session of the students has been practicing, has received very good class management while maintaining stability of the effectiveness of management, the implementation of the class has been rated as outstanding college level class, in the class of 2015 also won the outstanding Class Inner Mongolia Autonomous Region collective honor. To facilitate the management of teacher, students' comprehensive quality and enhance the quality. The class of the classroom atmosphere active, active participation in the classroom teaching activities, aiming at cooperative learning teaching tasks help to promote the cultivation of self-learning, to contribute to the formation of innovation ability, 98% of the students passed the exam, students of grade 2015 in 5 students to participate in the national skills competition for the level of inner Mongolia Autonomous Region and national awards. Therefore, this management mode has achieved This management model has achieved great achievements, but for different students also need innovation and development.

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