

Establishment of Student Management System in Higher Vocational Colleges under the Background of Quality Education

Zhimei Lu

Henan Institute of Economics and Trade, Zhengzhou 450018, Henan, China.

Abstract : The hot topic of current education is the adaptation of quality education to social needs, and China's current higher vocational education is an education stage with the primary goal of cultivating core technical talents for the country. Therefore, the concept of education should be changed. With quality education as the background, the standardization of student management system in higher vocational colleges is particularly important. The influence of students' ideological and political concepts and the environment, as well as the spatial factors conducive to students' physical and mental development, including the social practice ability in and out of school and internship, constitute the basic framework of students' management system. Only by doing well in the above aspects can the goal of cultivating technical elites in higher vocational colleges be realized.

Keywords : Higher Vocational Colleges; Competence Education; Student Management

1. Introduction

The importance of quality education is related to the reform and development of China's education. "If the youth is strong, the country is strong; if the country is strong, the youth is stronger". Therefore, for all stages of education, quality education should be integrated into the process of education and teaching, cultivate high-tech talents and make outstanding contributions to the national cause, so as to implement and respond to the policy requirements of the State Council on "deepening education reform and comprehensively promoting quality education". The learning foundation of higher vocational college students is weak and their way of thinking is ordinary. At the same time, we should strengthen cultural education and learning, popularize the foundation of quality education, and establish a system suitable for student management and service, so as to improve the quality of education and lay a foundation for cultivating all-round talents suitable for the society.

2. Establishment of management concept of quality education

The implementation of quality education in higher vocational colleges needs to integrate the concept of quality education into the training objectives and working methods of student management. The core task of higher vocational education is to cultivate high skilled talents who can play an independent role in social production and management services. Traditional vocational education is more basic education and practical learning, focusing on the learning of stereotyped theory and the training of social skills. The premise of quality education is correct values and ideological and political concepts. When students establish a set of standard value system, they can naturally change their cognitive level from the concept, have unique views on learning knowledge, and the role of a good environment is also essential. "People's greatest ability is to understand themselves, that is, to have self-awareness". It is valuable to understand what they can do and what needs to be improved, the relationship between themselves and the environment, and to clearly position themselves. Student management is to start from this point, so that students can explore their own potential and develop in an all-round way on the road of learning with a good attitude and efficient methods. It can be seen that ideas determine the value system, then self cognition, and finally action. Therefore, the key point of cultivating technical talents is

Copyright © 2021 Zhimei Lu

doi: 10.18686/ah.e.v5i9.3930

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

the establishment of the concept of quality education.

3. Establishment of student management system

3.1 Establishment of organizational system——leadership

The key to student leadership is to take the lead in various activities, make all matters on campus carried out in an orderly atmosphere, and facilitate the feedback and summary of students' practical work. Ideological and political education is one of the compulsory subjects. The establishment of student cadres and has effectively set a benchmark. While leading students to participate in various organizational activities, it can also supervise students' daily learning and living conditions, so as to facilitate the adjustment of follow-up work. The establishment of the organization system provides students with a very orderly leadership team. The grass-roots work communication also enables students to actively study, strive to forge ahead, and achieve the goal of high-quality education, so as to lay a solid foundation for higher vocational colleges to cultivate quality-oriented educational and technical talents.

3.2 Establishment of service system——promoting role

The power of individuals is limited. Fighting alone will not go far. In the process of social progress and development, the power of teams has been emphasized. Each role in a team plays its own division of labor, and so does the student service system. Learning and work all need good logistics services. Teachers are required to teach in class. Social practice also needs the help of people around us. In work, we need the guidance and instruction of leaders and colleagues. Different needs mean different objects of cooperation and subjects and objects of services. Therefore, vocational education should also follow this law, provide students with good and efficient service facilities, and promote students' enthusiasm and sense of mission. It is understood that it is precisely because of these unique conditions that we should cherish the current environment, study hard and become independent.

There is a certain gap in the family environment of each student. Students with good birth and strong background naturally have no pressure, while students whose family situation is not very optimistic should attract the attention of the school. When the school implements the subsidized learning system, on the one hand, it encourages the students with outstanding achievements, on the other hand, it should also vigorously carry out work study program services, so that these students with difficulties can not only get help, but also get good social practice in outreachsponsorship, improve their problem-solving ability, and make friends with some excellent people in the society and enrich their experience, in order to lay a solid foundation for entering the society after graduation.

Students will have their own idols, and most students will take their teachers as the object of worship, because the teachers themselves answer questions for students in the process of preaching and teaching, and the improvement of personal charm is the key. Therefore, the school should actively organize interesting knowledge lectures and invite some professors or teachers admired by the students to answer questions and solve doubts in a vivid, humorous and multi knowledge way. Of course, it is not limited to the theoretical basis, but should be carried out in many aspects, such as professional quality, cultural exchange, workplace competition, psychological construction and so on.

Practice is the only criterion for testing truth. Theoretical knowledge, if not put into practice, it is only an empty theory. Since ancient times, those great scientists and thinkers have summed up some famous theories in experiments for future generations. Students should be deeply aware of the importance of practice in their learning process. Especially for students with poor practical ability, they should be encouraged to do it boldly and have the spirit of not afraid of making mistakes. Employment internship guidance should be in the way of joint participation of teachers and students, so that students have a good attitude before internship, exercise their innovative thinking and sense of responsibility in the process of internship, and create value for enterprises as well as their own unique core competitiveness.

3.3 Establishment of evaluation system——feedback function

As we all know, the touchstone of China's basic education is examination. From compulsory education to vocational education, all stages are inseparable from examination. Learning itself is a process of constantly making mistakes, summarizing mistakes, and then improving and correcting them. A complete and three-dimensional evaluation system can feed back many problems in the process of students' learning, find out omissions and fill vacancies, and clarify the general direction in the implementation of quality education.

First of all, we should assess the management effectiveness of student workers. An important content of assessment is the effect of students' quality education, which is linked to evaluation and promotion. Let students recognize the ladder mode of their career

future while mastering knowledge and skills, so as to pay more attention to improving their own hardware facilities. Students with excellent indicators have priority in the workplace competition. Students' excellence is the result orientation of education implementation, so as to fully realize the stable improvement of quality education.

Secondly, the management and implementation of comprehensive evaluation of students' quality. The result of comprehensive evaluation is the integration of basic knowledge and social practice ability. Therefore, students are required to enrich their practical ability on the basis of mastering certain theoretical learning. When looking for a job after graduation, the enterprise will give priority to a person with the same educational background and the same professional title, and a person with 3-5 years of practical experience. The lack of work experience directly leads to their own core competitiveness lagging behind others, and have good work experience and higher sensitivity to the market. Therefore, the evaluation of comprehensive quality can better reflect the hard strength of students. This evaluation can be recorded in the student file in parallel.

Finally, the establishment of employer assessment and evaluation feedback system. Employers can set up a perfect evaluation system to stimulate students' self competition and cultivate systematic technical talents. The way of selecting the best among the best can make weak students realize their own gap. The principle of "seeing the good and thinking of the good" enables students to achieve self-growth in a good environment. The establishment of the feedback system directly determines the students' cognitive level of social practice and whether they have the ability to deal with and solve problems, which is very important for students to enter the society and even their future life.

4. Conclusion

The student management system of higher vocational colleges focuses on the educational goal of higher vocational education, follows the law of vocational education, takes employment as the guidance, and takes the development road of combining work with study. From the perspective of enterprise demand for talents and quality evaluation, based on ideological and political education, we should establish students' correct values, clarify their sense of direction in study, life and work, and make themselves strive to realize their self-worth in a preferred environment. The establishment of each evaluation system gives real feedback to the teaching results, so as to encourage students to constantly improve and forge ahead, and form a vibrant, scientific and prominent student quality education management system with higher vocational characteristics, which has given profound significance to the reform and development of student quality education in higher vocational colleges.

References

1. Dai L. Research Report on student management and cultivation of students' professional quality in higher vocational schools. *Professional Quality* 2019; (4).
2. Zhang M. Thoughts and practice on the integration of ideological and political education and student management. *System Research* 2021; (12).
3. Zhang B. On the construction of students' quality education and training system in higher vocational colleges. *Exploration of Higher Education* 2020; (1).