

# A Study on The Necessity And Countermeasures of College Students' Self-management

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**Abstract:** With the rapid development of social science and information technology and the social economy, the state has continuously put forward new requirements for education. Under the urgent demand of the strategy of strengthening the country through human resource development, students are not only required to learn scientific knowledge and skills systematically but also to possess the ability of practice and innovation. It is especially important to cultivate students' awareness and ability of self-management, and to foster their fulfillment of self-realization. However, with the expansion of enrollment in universities, the number of students is increasing day by day, and various problems in student management are becoming increasingly prominent. Therefore, it is worthy of studying the necessity and countermeasures of college students' self-management.

**Keywords:** Self-management; Necessity; College students

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As a special group, college students have their own characteristics of development. In addition, there is a large number of students on campus, so student management has gradually become a key and difficult task for college management. Looking at the problems discovered by various universities in student management over the past few years, we can summarize them as follows: new contradictions and problems are emerging and becoming increasingly prominent; many problems are more hidden and difficult to prevent, which making it more difficult to improve the quality of student management; and the diversified trend of college students' personality development makes it difficult for student self-management reform to keep up with the pace, and so on. Based on these new issues, this paper mainly reflects on the necessity and countermeasures of college students' self-management, to ensure the healthy development of college student self-management.

## 1. Analysis of the Necessity of College Students' Self-Management

With the accelerating process of globalization, no country exists in isolation anymore, and economic, cultural and technological interactions are frequent and the diversified international education environment is also undergoing constant changes. The article Learning to Survive - Today and Tomorrow of Education states that "in the future, school education should change the object of education into the subject who educates himself. The educated person should be the one who educates himself." Cultural exchanges among countries are increasingly frequent, and the number of people going abroad is increasing dramatically, and it is more and more common to go abroad at a younger age. There are questions needed to be considered and addressed urgently, such as how to communicate with people with diverse cultural background, how to make college students adapt to the social work environment in the later period, and how to better and faster adapt to the environment of international competition and so on.

## 2. Analysis of Countermeasures for College Students' Self-Management

In the process of self-management, student cadres are the main body, and the majority of students are both the managed and the main participants. Every student can not stay out of the situation, but needs to take on the role of protagonist, actively integrating into

the whole process of self-management. So how can we stimulate students' subjective initiative? We have thought about the following aspects:

### **2.1 Creating an Atmosphere of Self-Management for College Students**

We should actively create a culture of self-management and lay the foundation for the concept of self-management. Generally speaking, the goal of self-management work is to "promote students' active learning and self-management, promote the reform of student education management and teaching methods, with a focus on students' self-discipline, mutual assistance, and development to establish a system of mutual encouragement and help between teachers and students and among students, and to adopt a management mode of independently handling various issues. By doing that, we will form an efficient and smooth information feedback mechanism. In addition, to cultivate a cultural of "self-management", we should adhere to the guidance of the mass line, insist on the mass view of "believing students can manage themselves and manage well", and cultivate a culture of self-management from the perspective of organizers. We should also strengthen students' sense of democracy, responsibility and ownership. Additionally, we should actively guide teachers to transform their teaching concepts from "lecturing" to "discussion" and "enlightenment", and cultivate good cultural for classroom teaching.

### **2.2 Consolidating the Foundation of Self-Management for College Students**

Teachers, especially head teachers, should strengthen the cultivation of self-management awareness. Firstly, head teacher should encourage students to actively use their intelligence and creativity to carry out various activities in dormitory, department and campus autonomously, and guide students in the process of preparation and result evaluation. Secondly, head teacher should guide students to conduct self-brainstorming and summary and reflection of activities. Through these activities, on the one hand, students can find out their own problems, and on the other hand, their awareness of self-management can be fully fostered. In this way, we can mobilize the enthusiasm of students' self-management and stimulate their creativity to lay the foundation for self-management.

Managers should trust students and give them full power of self-management. After putting forward corresponding requirements to students, teachers should not excessively interfere with students. If there are difficult problems, they should patiently and carefully provide help to students. And it is best to provide method guidance for students, such as developing management plans, implementing stage management, phased reflection, etc. They should not ignore or deny completely which will eliminate students' initiative.

### **2.3 Actively Creating Two Classes of Self-Management**

We should fully explore to the create two classes of self-management. Firstly, we must maintain the first classroom. Teachers are required to be of high quality, by constantly improving their theoretical level and teaching ability, and improving teaching methods, so that they can answer students' questions accurately and independently. By doing that, teachers will make class teaching rich and active to stimulate students' interest in self-directed learning. Secondly, we should build a second classroom. We will create a batch of cultural and sports activities that are qualified in thought, experienced in theory, attractive in form, rich and easy to understand in content, so that every student can become a participant, promoter, and explorer of self-management, creating a good atmosphere where everyone participates in and explores self-management .

### **2.4 Improving the Rules and Regulations of Self-Management for College Students**

We should establish a scientific self-management system. Firstly, we need to carry out extensive researches and collect opinions from various groups. We should mobilize all faculty and staff to conduct investigations of the existing management system periodically, fully demonstrate its rationality and scientific nature, and update and improve it in a timely manner. Secondly, we should closely integrate the rules and regulations of student self-management into practical activities and put them to the test in practice, so as to ensure that the rules and regulations for self-management in universities have a legal basis and a clear framework.

Thirdly, we should organize student discussions and encourage them to contribute ideas and suggestions to further improve the rules and regulations for student self-management. Only then can the scientific nature of the rules and regulations for student self-management be ensured, and the management method can meet the actual needs of students and achieve good results. Fourthly, since student self-management is constantly developing and changing, the various provisions in the rules and regulations for student self-management should also be adjusted according to changes in actual work, to ensure connection between the system construction and actual effectiveness.

## **2.5 Guiding College Students to Strengthen Self-Management Consciously**

We should strengthening the awareness of independent thinking of self-management. When colleges are implementing the “student-oriented” management concept, students should take the initiative to seize the opportunity to directly participate in relevant management, transform from passive to active, actively seek opportunities for exercise, and strengthen self-participation. For example, students can actively participate in college extracurricular activities, make plans, communicate with others, and providing feedback to ensure the protection of their own rights and interests as much as possible. We need to understand that only by allowing students to actively participate in each link of self-management can we effectively promote the reform and development of higher education institutions and achieve the goal of students’ self-management.

## **3. Conclusions**

This article analyzes the necessity of autonomous management for college students, and it is evident that this is an unavoidable issue and an important topic for cultivating the comprehensive quality of college students. Universities should attach great importance to it and continue to make great efforts to do well. If we want to achieve the effect of autonomous management, we should focus on creating an atmosphere of campus autonomous management, consolidating the foundation of autonomous management, building two classrooms for autonomous management, improving relevant systems, and guiding students to develop the habit of autonomous management in multiple ways. Only in this way can we exert the role of autonomous management through multiple efforts.

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