

Research on the innovation mode and application practice of Higher Vocational Education Management

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Abstract: with the further promotion of China's vocational education reform, higher vocational colleges have made clear the talent training objectives, which also puts forward deeper requirements for the education management mode of higher vocational colleges. At present, the individual differences of higher vocational students are relatively large, and their learning needs are increasingly diversified, which is also the traditional higher vocational education management mode is relatively fixed, and the enrollment management and employment management are not innovative, which also affects the overall efficiency of education management. Based on this, this paper analyzes and studies the management innovation mode and application practice of higher vocational education for reference.

Key words: higher vocational colleges; Education management; Innovation model

1. The main characteristics of Higher Vocational Education Management

1.1 Uniqueness of management background

As the demand for talents continues to increase, higher vocational colleges should expand the enrollment scale according to the development opportunity of the new era. However, it also brings some pressure to the teaching management. Many higher vocational colleges have limitations in management concepts and methods, and fail to form a self breaking management mode. At present, higher vocational colleges have not formed the characteristics of personalized talent training, have not had rich management experience, and can not synchronize the learning needs of students. In this case, the overall quality and effect of education management can not meet the expectations. In addition, under the background of increasing social competition pressure, the overall quality of education management is not ideal. In addition, the current employment pressure is relatively large, and the talent competition is relatively fierce, which also has a negative impact on higher vocational students, making students' emotions more passive, and teaching management is more difficult.

1.2 Complex management objectives

First of all, students come from a variety of sources. There are students normally enrolled in high schools, students from secondary vocational colleges, and junior high school graduates. Students come from different sources, different living environments and backgrounds, different development experiences, and different learning purposes.

Secondly, students' learning attitudes are not the same. Although some ordinary high school graduates choose higher vocational colleges, their learning attitudes are not the same. Some students have strong learning ability and are eager to improve their academic qualifications through knowledge learning, while others have insufficient learning ability and weak knowledge reserves, so they study to obtain diplomas. Therefore, students' thoughts are not mature, and they are vulnerable to impulse, so they are vulnerable to the influence of the outside world, which brings greater difficulty in management.

1.3 Have clear management tasks

Higher vocational colleges have their particularity, and their educational management objectives and tasks are relatively unclear. It requires schools to set educational management tasks according to the needs of market economy development in combination with career development planning, so as to cultivate more high-quality talents for the country. Therefore, in the work of education management, teachers should pay attention to the cultivation of students' basic literacy and the development of students' good professional quality. Higher vocational education should focus on cultivating high-quality and professional talents in the new era, optimize employment education, so as to cultivate more high-quality and highly skilled talents.

2. Development status of Higher Vocational Education Management

2.1 The progress of education management in Higher Vocational Colleges

First of all, higher vocational colleges have made clear the focus of education management. They regard students as the key to learning management. Teachers focus on developing students' quality and skills on the premise of cultivating students' core abilities, promote students' formation of good professional ethics, and make students better adapt to the development of future society, so as to avoid utilitarian phenomenon in education, Guarantee the construction of talent training mechanism.

Secondly, the current education management mechanism of Higher Vocational Colleges in China is relatively sound, forming the

education mode of hierarchical management, and constructing the phased management mode of colleges and departments. Under the current educational background, with the continuous improvement of the scale of education management in higher vocational colleges, the education management mode is also constantly improved. After years of development, the department management department should be responsible for formulating the management tasks of professional classes, putting the education management work in the first place, and clarifying the division of labor of the school education management work, so as to better avoid the phenomenon of functional coverage, and improve the quality of education work as much as possible, so as to form a more large-scale education management mode.

2.2 Main defects of education management in Higher Vocational Colleges

First of all, higher vocational colleges have great dependence on the traditional education management experience, and have not innovated the management mode according to the current development characteristics of the times and the actual situation of students. Higher vocational students have a certain degree of freedom in the school, and need flexible management, so as to carry out management according to students' personalized needs, so as to avoid students' location mentality.

Secondly, the management mode of higher vocational colleges at this stage is mainly post management, which emphasizes the effectiveness of management tasks, lacks flexible management of students, and students are prone to learning disconnection. Some managers of Higher Vocational Colleges believe that education management is to manage students on behalf of the school. Students are only managed objects, and students do not need to participate in the management work. Therefore, when students have problems, teachers take corresponding management measures. However, this form of management belongs to post management, and the management method is not perfect, which is not conducive to the overall quality of education management.

Finally, the educational management team in higher vocational colleges is not stable. The workload of education management in many higher vocational colleges is large, and the demand for education management personnel is also large. There are also some front-line educators who are busy with education management and do not have time to take into account education management. In addition, some management workers are young and middle-aged teachers who have just joined the work. They lack effective experience in education management, which leads to problems in management and do not know how to solve problems quickly and effectively. At the same time, many higher vocational colleges do not pay attention to the training of education management personnel, and lack of scientific and effective talent training for them, which is also easy to attack their overall enthusiasm, thus affecting the order of the management team, and is not conducive to the effective development of education management.

3. Innovative application and practice strategy of education management in Higher Vocational Colleges

3.1 Pay attention to the efficiency of management mode

This paper analyzes the content and form of Higher Vocational Education Management in China, and finds that the current education management in many higher vocational colleges is to divide the organization and management mode according to the functional perspective, and build a complete education system from the perspective of the educational function and economic function of the school. However, this educational management mechanism did not combine the actual situation of the school and set the management objectives according to the students' learning situation, which led to the difficulty of educational management to play its expected role. With the reform of education management in higher vocational colleges, teaching management resources are also relatively limited. Therefore, higher vocational colleges should build clear goals, optimize talent training mode, explore new education methods, truly achieve a clear and perfect management mode, improve the quality of the overall work, so as to enhance the overall efficiency of education. Higher vocational colleges should build a resource sharing mechanism to realize the optimal allocation of resources such as teaching buildings, experimental buildings and libraries, and try to avoid the occurrence of unnecessary resources. At the same time, higher vocational colleges should also improve the efficiency management mechanism, build complete management objectives, optimize the overall management methods, improve the management quality, and build a complete education evaluation mechanism, so as to improve the problems in the current education management.

3.2 Focus on overall optimization management

At present, the education management of higher vocational colleges is basically a "division of labor" mode, which usually divides several key education management departments according to the specific tasks of education management. Including education management department, administrative department, logistics management department and so on. This traditional functional management mode can clearly divide the responsibilities, and the responsibilities of departments and personnel will also be relatively clear, but it is easy to cause uncoordinated between departments, it is difficult to concentrate the forces of departments, and it is difficult to achieve unified coordinated organization and management. The financial department, personnel department and Education Management Department of the school are independent of each other. If there are problems, several departments will push each other's responsibilities, which is not conducive to the better realization of the educational management objectives of higher vocational colleges. The school should establish and improve the

management mechanism, break through the traditional education management thinking, combine the education management concept of the new era, establish the modern management thinking, and require all departments of the school to establish the overall awareness and systematic thinking. When there is a conflict of interest between departments, it is still necessary to focus on the overall situation of the school and the interests of students themselves, clarify the specific management plan and management plan, so as to give more support to students. In the specific teaching practice, the leaders of higher vocational colleges should learn more theories and methods of education management, take the overall situation into consideration, truly take the interests of students as the core, and give them more attention and support. In the teaching practice, higher vocational colleges should optimize the management methods and theories, innovate the management mechanism, and coordinate the contradictions between departments, so as to better construct the innovative management mechanism of the new era and speed up the construction of the modern management mode of the school.

3.3 Realize flexible and open management

The social environment is complex and changeable. In order to improve the quality of management and ensure the discipline of the school, the vast majority of higher vocational colleges generally adopt the mandatory management mode. The school will scientifically formulate the education management system, so as to take standardized management of students. However, this management mode is relatively fixed, which is easy to conflict with the learning management of some students. In addition, in the management of some students, counselors have a large amount of management tasks. At this stage, the proportion of teachers and students is not coordinated, and it is difficult to carry out effective management of students. Not only that, in the mandatory closed management mode, students will also have a rebellious psychology. The education management work is lack of pertinence and more emotional elements. Many managers do not know students and do not know students, so the mechanized education management work is difficult to achieve good results. Therefore, higher vocational colleges should strengthen the humanistic education idea, adjust and change the previous backward management idea, regard students as the core and focus of management work, establish a student-centered management mode, actively create an open education management mode, and strengthen the interaction and communication between managers and management objects. Schools should strengthen the construction of psychological counseling mechanism, effectively monitor students' daily life and learning status, and timely understand the psychological problems among students, so as to better conduct counseling and avoid the continuous deterioration of problems. The humanization of campus system design helps to realize the change of students' attitude towards rules and regulations, avoid the shackles of school management system on students, and make student management more scientific and reasonable.

3.4 Realize students' autonomous management

In the work of higher vocational education, the previous education management work was centered on "teaching", which was mainly designed by combining the teaching task of teachers and the management task of managers. This kind of single master management placed students in a subordinate position of management work. Although this traditional management mode can facilitate the organization and management of teachers and fully reflect the main body of managers represented by teachers, it fails to pay attention to the participation of students, which is not conducive to the formation of students' subject consciousness. The innovation of this management mode requires higher vocational colleges to further improve the management efficiency of students and give students more management autonomy. Teachers should play the role of organizational management in education management, pay attention to the dynamic of students' autonomous learning management, and guide students to participate in autonomous management. Teachers should carry out timely and effective supervision and management, avoid ultra vires and improper interference, and try to maintain the balance between the top under the management mode. For example, when departments and classes in higher vocational colleges make major decisions, the school should strengthen and improve the communication mechanism, actively guide students to participate in it, give students more decision-making power while listening to students' management opinions, let them put their ideas into practice, and create an open, fair and fair atmosphere, so as to protect students' own interests, Promote students' self-management.

3.5 Application of information management mode

Under the traditional management mode of higher vocational education, the management work is realized by relying on human and material resources, which requires the participation of university educators in education management. Therefore, the efficiency of management is not high. In the context of the information age, information technology has also injected more vitality into the management of higher vocational education, which requires the adjustment and transformation of the traditional management thinking of the school. Therefore, schools should improve the construction of information education management mechanism and build a digital application management platform. For example, schools can build informatization quality evaluation, student status information management and enrollment management modules, and use the informatization platform to achieve efficient management. The school's psychological counseling service can also communicate and exchange through instant and anonymous services. The financial management, personnel management and file management of the school should establish electronic files, so as to better realize online booking and provide convenience for students. Under the background of informatization, the innovation and development of informatization management mode

has become inevitable, which can play a good auxiliary role in education management.

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To sum up, after several years of development, China's higher vocational education has accumulated many educational achievements, and the education management mode has also been adjusted and optimized. According to the current problems in the management of higher vocational colleges, higher vocational colleges should improve the education management mechanism, realize the innovation of management concept, build a more humanized, standardized and institutionalized management mode, promote the innovation of higher vocational education management mechanism, so as to improve the overall education management level of Higher Vocational Colleges and cultivate high-quality talents in the new era.

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