

A Preliminary Study on the Self-Management Mode of College Teacher Professional Classes

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Abstract: This study takes the professional classes of college teachers as the research object, and discusses the application and effect of self-management mode. The traditional teacher-led model may limit students' initiative and innovation, while the self-management model emphasizes students' subjectivity and teamwork, which is conducive to improving students' self-management ability, teamwork ability and professional skills. Through theoretical analysis and field investigation, it is found that the self-management model can stimulate students' enthusiasm for learning and improve the quality of education. However, there are also challenges in the implementation process, such as insufficient students' self-management ability and difficulties in changing teachers' roles. In general, the self-management model is of great significance for improving the teaching methods of teacher training professional classes.

Keywords: Self-Management Model; Teacher Training Majors; Teamwork; Personal Development; Educational Management

Introduction

In the context of higher education, changes in the way education is managed have a key impact on student learning and development. Especially in teacher training majors, these changes will directly affect the educational philosophy and teaching methods of future teachers. The traditional class management method is mainly teacher-centered, which may not fully stimulate students' enthusiasm, and it is difficult to meet the personalized and diversified needs of modern education. In this context, it is particularly important to explore new management models^[1]. Among them, the self-management model has received more and more attention. The self-management model emphasizes students' subjectivity, encourages self-management, enhances teamwork skills, and strengthens the mastery of professional skills. However, there is still a relative lack of research on the application and effect of self-management mode in college teacher training classes. Therefore, this study aims to explore and understand the application possibilities and effects of self-management mode in college teacher training professional classes. Through theoretical analysis and field investigations, the study will analyze how the self-management model works and its practical effects in teacher training classes. This research can provide useful insights for educators and researchers, and new possibilities for improving the management of teacher training classes.

1. Current situation and problems of teacher training professional classes

The class management method of college teacher training majors has traditionally been teacher-led, emphasizing the authority of teachers and the obedience of students. In this model, student learning is mainly dependent on the guidance and control of teachers, and there are fewer opportunities for self-management and teamwork. However, there are some obvious problems and shortcomings in this traditional management style. First, it may limit student initiative and creativity. Due to the lack of opportunities for self-management, it may be difficult for students to develop independent thinking and problem-solving skills. Second, due to the lack of opportunities for teamwork, students may have a harder time learning to collaborate with others to solve problems, which is an extremely important skill in modern society. In addition, this model can also make students overly dependent on teachers and neglect the importance of self-learning. In teacher training professions, these issues can have more far-reaching implications^[2]. Because students will need to be teachers in the future, their educational philosophy and teaching style will often be influenced by the way they are educated. If they lack opportunities for self-management and teamwork in the learning process, they may also struggle to develop

and guide students to develop these abilities in future teaching practices. Therefore, finding and exploring new ways of class management to improve the above problems is of great significance for the development of teacher training professions.

2. The theoretical analysis of the self-management model

The self-management model stems from a new understanding of the nature and capabilities of human beings. This model emphasizes human subjectivity, believing that everyone has the ability to self-manage and develop. In an educational setting, this means that students should be more involved in and manage their own learning process, guided and supported by teachers. The self-management model has three main theoretical features. First, it emphasizes the subjectivity of the student. Students are no longer passive objects of knowledge, but active subjects of learning. They need to set their own learning goals, self-regulate their learning progress, and self-evaluate their learning effects. Second, it encourages team collaboration. Students need to work together in small groups or teams to solve problems and complete tasks together. This not only improves their ability to collaborate^[3], but also their social skills. Finally, it focuses on the mastery of professional skills. Students need to acquire and apply knowledge in practice, which helps them to understand the knowledge more deeply and comprehensively and improve their practical ability. In teacher training professions, the self-management model may have special value. However, the self-management model may also encounter some challenges, such as insufficient self-management ability of students and difficulty in changing the role of teachers. These problems need to be solved in practice to achieve the maximum effect of the self-management model.

3. Field investigation and analysis of self-management mode

In order to understand the practical application and effect of the self-management model in college teacher training classes, this study will conduct in-depth exploration and analysis through field investigation. The field survey will cover a number of teacher training professional classes that have implemented a self-management model to collect first-hand data and information. In the fieldwork, this study will use a variety of research methods, including observations, interviews and questionnaires. This study will observe students' learning behavior and interaction patterns to understand their learning status in a self-managed environment. This study will interview teachers and students to understand their views and feelings about the self-management model, as well as the problems and challenges they encounter in the implementation process^[4]. This study will also collect a large amount of data through questionnaires for more systematic and objective analysis. Through field investigations, this study aims to understand the following aspects: first, the implementation of the self-management model in teacher training professional classes; The second is students' acceptance and feedback on the self-management model; Third, the impact of self-management mode on students' self-management ability, teamwork ability and professional skills; The fourth is the problems encountered in the process of implementing the self-management model and the solution strategies. The results of the field survey will provide important empirical support for the research of this study, so that this study can understand the actual effect and possible improvement direction of the self-management model more deeply and accurately.

4. The application and effect of the self-management model in teacher training professional classes

The application of the self-management model in teacher training classes requires multiple steps of implementation. First, teachers and students need to be introduced to the concept and concept of self-management so that they understand and accept this new form of management. Then, it is necessary to establish self-management mechanisms and systems in the class, such as setting up student self-government associations and organizing student independent study groups. Finally, teachers and students need to participate in constantly adjusting and optimizing the implementation process of self-management. The actual effect of the self-management model in teacher training professional classes can be evaluated from the following aspects: 1. Students' self-management ability: Through the self-managed learning process, can students better set their own learning goals, adjust their learning progress, and evaluate their learning effects? 2. Students' teamwork skills: Are students better able to collaborate with others, solve problems, and complete tasks in a self-managed environment? 3. Students' professional skills: Can the self-management model help students understand and master professional knowledge and skills more deeply and comprehensively? Based on the data from field surveys, the above problems can be analyzed in detail to evaluate the actual effect of the self-management model in teacher

training professional classes.

The implementation of the self-management model may also encounter some problems, such as insufficient self-management ability of students and difficulty in changing the role of teachers. These problems need to be paid attention to in actual operation and effective solutions should be sought.

5. Conclusion

Through theoretical analysis and field investigation, this paper discusses the application possibility and effect of self-management mode in college teacher professional classes. The self-management model may have a positive impact on the educational management of teacher training professional classes, which deserves further research and practice. The self-management model, a new type of education management that emphasizes student agency and teamwork, provides a possibility for changing the traditional, teacher-led class management mode. Through theoretical analysis and field investigation, this study discusses the application and effect of self-management mode in college teacher training classes. The study found that the self-management model can stimulate students' initiative and innovation, and improve their teamwork and professional skills. At the same time, this model also provides teachers with a new way of teaching, enabling them to guide and support students' learning more effectively. However, the implementation of the self-management model also faces some challenges, such as insufficient self-management ability of students and difficulty in changing the role of teachers. Solving these problems requires the joint efforts of teachers and students, as well as the support and guidance of educational administrators. In general, the self-management model is of great significance for improving the management mode of teacher training professional classes in colleges and universities and improving the quality of education. Further research and application of this model can provide useful reference and inspiration for educators.

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