

Optimization of Student Educational Management Model in Normal Universities under the New Situation

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Abstract: Traditional student educational management models in normal universities have long faced numerous challenges. This paper aims to explore the optimization of student educational management models in normal universities under the new situation. It analyzes the current challenges, elaborates on the principle's optimization should follow, and proposes specific optimization strategies from the perspectives of management philosophy, management methods, management mechanisms, and team building. It provides a reference for normal universities to enhance student educational management levels and cultivate high-quality teacher education professionals.

Keywords: New Situation; Normal Universities; College Students; Management Model; Optimization

1. Introduction

Under the new situation, with rapid social development, deepening educational reforms, and the widespread application of information technology, the educational environment surrounding normal universities has undergone significant changes, placing higher demands on talent cultivation^[1]. As crucial bases for training future teachers, the importance of student educational management models in normal universities is self-evident. Like a lighthouse, it directly guides the growth direction of teacher education students and is vital for cultivating excellent teachers with both moral integrity and professional competence. However, traditional student educational management models in normal universities face problems such as relatively singular management methods and a lack of personalized care, making them difficult to adapt to the needs of the new situation^[2]. Therefore, constructing a scientific, reasonable, innovative, and effective student educational management model has become a significant task for normal universities in the new era and

an inevitable requirement for promoting the high-quality development of education.

2. Urgency of Optimizing Student Educational Management Models in Normal Universities under the New Situation

2.1 Need Arising from Changes in Student Group Characteristics

Current teacher education students grew up in the information age^[3]. They are active thinkers, have distinct personalities, possess strong self-awareness, and are curious about new things. However, they also exhibit weaker resilience and insufficient team spirit. Furthermore, the sources of teacher education students are increasingly diverse^[4]. Students from different regions and family backgrounds show significant differences in cultural literacy, learning habits, etc., posing difficulties and challenges for educational management^[5]. For example, some students focus excessively on professional knowledge while neglecting the cultivation of humanistic literacy and comprehensive qualities; some lack teamwork awareness, have prominent individuality, and find it difficult to integrate into the collective.

2.2 Need Arising from the Shift in Educational Philosophy

Modern educational philosophy emphasizes a student-centered approach, focusing on students' all-round development, personalized development, and lifelong development. This requires that student educational management in normal universities shift from traditional management-oriented to service-oriented, paying more attention to student needs and growth, respecting individual differences, and providing more personalized and diversified educational services^[6]. However, some normal universities still exhibit a tendency to prioritize management over service in student educational management, making it difficult to meet the requirements of modern educational philosophy.

2.3 Need Arising from the Influence of the Social Environment

With rapid social development and the widespread application of information technology, the social environment is becoming increasingly complex^[4]. Various ideologies and values collide, profoundly impacting teacher education students' thoughts and behaviors. Negative social phenomena and online information can easily confuse and mislead students, increasing the difficulty of educational management. Simultaneously, societal expectations of teachers are rising, demanding that teacher education students possess not only solid professional knowledge but also good professional ethics, innovative spirit, and practical abilities^[7]. This places higher demands on student educational management in normal universities. For instance, the internet has characteristics of unconstrainedness, virtuality, and even deception, making it difficult for students to make accurate judgments. Many university students become addicted to online games, leading to academic neglect and varying degrees of harm to their physical and mental health. Particularly, the frequent appearance of malicious online information such as rumors, pornography, and violence severely impacts university students' moral cognition and value orientation^[4]. Teacher education students are inevitably affected in various ways; therefore, their educational management deserves high attention.

2.4 Need Arising from the Deepening Advancement of Educational Reform

The new round of basic education curriculum reform places new demands on teacher quality. As the cradle of teacher training, normal universities must adapt to the reform requirements by adjusting talent cultivation plans and curriculum systems. This inevitably necessitates corresponding reforms and innovations in the student educational management model to better serve the achievement of talent cultivation goals. However, some normal universities still lack sufficient connection between student educational management and teaching reform, affecting the improvement of talent cultivation quality^[8].(Figure 1)

3. Principles for Optimizing Student Educational Management Models in Normal

Universities under the New Situation

3.1 People-Oriented Principle

The people-oriented principle is the core of modern educational management. When optimizing the student educational management model in normal universities, it is essential to fully respect students' primary status, pay attention to their individual differences and growth needs, and take students' all-round development as the starting point and ultimate goal^[6]. A student-centered management atmosphere should be fostered, encouraging students to participate in the management process, enhancing their self-management awareness and abilities, and achieving student self-education, self-management, and self-service. For example, when formulating rules and regulations, students' opinions and suggestions should be fully considered to make the rules more aligned with students' actual situations and needs.

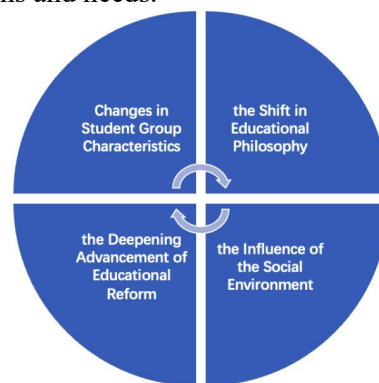


Figure 1. Needs of Optimizing Student Educational Management Models in Normal Universities under the New Situation

3.2 Systemic Principle

Student educational management in normal universities is a complex systematic project involving multiple departments and aspects of the institution. Therefore, when optimizing the educational management model, a systemic perspective must be adopted, considering the relationships among various elements holistically to form a synergistic management force. A three-level management network (university, department/faculty, class) should be established and improved, clarifying the responsibilities and division of labor for each department, strengthening communication and collaboration between departments, and ensuring the efficient operation of student educational management work. For instance, the university's

Student Affairs Office can coordinate student management work across departments/faculties, departments/faculties are responsible for specific organization and implementation, and classes implement various management measures, forming a collaborative management structure^[8].

3.3 Innovation Principle

As times develop and society progresses, student educational management in normal universities must also advance with the times and constantly innovate. It is necessary to dare to break free from the constraints of traditional management models and actively explore management methods and means adapted to the requirements of the new situation. Modern information technology should be fully utilized to build an information platform for student educational management, improving management efficiency and level. Simultaneously, innovation in management philosophy should be emphasized, fostering open, inclusive, and diverse management concepts to provide students with broader development space. For example, using big data analysis technology to analyze and mine student behavioral data provides a scientific basis for educational management.

3.4 Developmental Principle

The purpose of student educational management in normal universities is to promote student growth and development. Therefore, when optimizing the educational management model, the developmental principle must be adhered to, focusing on cultivating students' innovative spirit and practical abilities, laying a solid foundation for their future development. A scientific and reasonable student evaluation system should be established, focusing not only on academic performance but also on comprehensive qualities and personality development, promptly identifying students' strengths and weaknesses, and providing targeted guidance and help^[9]. For example, establishing comprehensive quality scholarships to commend and reward students who excel in morality, intelligence, physical fitness, aesthetics, etc., motivates students towards all-round development.

4. Optimization Strategies for Student Educational Management Models in Normal Universities under the New Situation

4.1 Innovate Management Philosophy

First, Establish a Service Philosophy. Student educational management workers in normal universities need to shift their mindset, transforming from traditional managers into service providers, embracing the service concept of "Everything for the students, for all aspects of the students." They should proactively understand students' needs and difficulties, providing timely and effective help and support. For example, setting up a Student Affairs Service Center to offer one-stop services addressing various problems students encounter in study and life, such as academic record management, scholarship/financial aid applications, and psychological counseling. Second, Strengthen the Educating Philosophy. Student educational management is not merely about daily management and disciplinary constraints; more importantly, it is about educating. Ideological and political education, professional ethics education, mental health education, etc., should be integrated throughout the entire process of student educational management, cultivating students' social responsibility, innovative spirit, and practical abilities. By carrying out rich and diverse campus cultural activities and social practices, a good educational atmosphere should be created to promote students' all-round development. For example, actively organizing students to participate in volunteer services, teaching internships, and practical activities allows them to exercise themselves and improve their comprehensive qualities in practice. Third, Advocate an Individualized Philosophy. Each student has unique characteristics and development needs. Student educational management in normal universities should respect individual differences and advocate personalized management. Personalized training plans and management measures should be formulated according to students' different characteristics to meet their diverse needs. For example, providing specialized development platforms and guidance for students with specific talents and interests, encouraging participation in various subject competitions and innovation/entrepreneurship activities, cultivates students' individual strengths and innovative capabilities.

4.2 Optimize Management Methods

First, Strengthen Information-Based

Management. With the rapid development of information technology, information-based management has become a trend in modern school management. Normal universities should fully utilize modern IT to build an information platform for student educational management, enabling the digital management of student information. Through such platforms, students' learning and living situations can be promptly understood, school notices and management information disseminated, and interactive communication with students facilitated. Simultaneously, big data analysis technology can be used to analyze and mine student behavioral data, providing a scientific basis for educational management. For example, analyzing students' course selection data and grade data helps understand their learning interests and effectiveness, enabling personalized learning suggestions. Second, Enhance Self-Management. Cultivating students' self-management ability is a crucial goal of student educational management in normal universities. By establishing and improving student self-management organizations, such as student unions and student clubs, students should be guided to participate in school management, playing their primary role. Guidance and training for self-management organizations should be strengthened to improve students' self-management abilities and levels. For example, involving students in class management, dormitory management, and campus culture construction fosters their sense of responsibility and team spirit. Third, Implement Hierarchical and Categorical Management. Due to differences among teacher education students in grade level, major, gender, etc., hierarchical and categorical management methods can be adopted. Different management objectives and measures should be formulated according to the characteristics and needs of students in different grades. For instance, for freshmen, focus on orientation education and adaptive management to help them adjust to university life quickly; for sophomores and juniors, emphasize professional learning and practical ability cultivation, guiding them to participate in various practical activities and subject competitions; for seniors, strengthen career guidance and graduation education to help them secure employment smoothly. Simultaneously, targeted professional education and career planning guidance should be provided based on the characteristics of students in

different majors to enhance their learning motivation and professional identity.

4.3 Improve Management Mechanisms

First, Improve the Incentive Mechanism. Establishing a scientific and reasonable incentive mechanism is an important means to motivate students and stimulate their initiative. Normal universities can commend and reward students who excel in academics, research, and social practice by setting up scholarships, grants, honorary titles, etc., encouraging students to study hard and strive for progress. Concurrently, the comprehensive student quality evaluation system should be improved, incorporating students' morality, learning, practice, innovation, etc., into the evaluation system to comprehensively and objectively assess their overall qualities, providing a basis for implementing the incentive mechanism. For example, establishing an "Outstanding Teacher Education Student Scholarship" to reward students who excel in teaching skills and educational research. Second, Improve the Constraint Mechanism. The constraint mechanism is an important guarantee for the normal functioning of student educational management. Normal universities should establish and improve various rules and regulations, clarify students' codes of conduct and disciplinary requirements, and deal strictly with students who violate school rules and discipline. At the same time, legal education and disciplinary education for students should be strengthened to enhance their legal awareness and sense of discipline, guiding them to consciously abide by the school's rules and regulations. For example, formulating regulations such as the "Code of Conduct for Normal University Students Under the New Situation" or the "Civilized Convention for Normal University Students," clarifying behavioral standards on campus, and implementing criticism/education or disciplinary actions for violations. Third, Improve the Communication and Coordination Mechanism. A good communication and coordination mechanism is key to ensuring the smooth implementation of student educational management. Normal universities should establish and improve a tripartite communication and coordination mechanism involving the school, family, and society. Strengthen communication and contact with students'

parents, promptly provide feedback on students' learning and living situations, and jointly manage student education. Simultaneously, cooperation and exchange with society should be enhanced to provide students with more practical opportunities and employment channels, promoting their social development. For example, holding regular parent-teacher meetings to inform parents about students' academic progress and school performance; cooperating with enterprises to establish internship bases, providing practical teaching and employment opportunities for students.

4.4 Strengthen Team Building

First, Strengthen the Construction of the Counselor Team. Counselors are the backbone of student educational management in normal universities; their quality and ability directly impact the quality of this work. Normal universities should strengthen the selection, training, and management of counselors to improve their professional competence and operational skills. Establish and improve a counselor assessment and evaluation system, quantify counselor work performance, and link assessment results to counselor title evaluation, promotion, compensation, etc., to motivate counselors to work actively. Simultaneously, provide counselors with a good working environment and development space, encourage them to conduct research on student work, and continuously improve their work level and innovation capabilities. For example, regularly organizing training and academic exchange activities for counselors to enhance their professional skills; setting up special research funds for counselors to encourage research on student work. Second, Strengthen the Construction of the Faculty Team. Faculty members should not only undertake teaching tasks but also play an important role in student educational management. Normal universities should guide faculty to adopt the concept of "all staff educate," encouraging their participation in students' academic guidance, career planning, and mental health education. Establish and improve communication mechanisms between faculty and students, strengthen interaction, enhance teacher-student relationships, and improve teaching effectiveness. For example, implementing a faculty mentorship system, assigning each student a professional mentor for regular communication and guidance. Third,

Strengthen the Construction of the Student Cadre Team. Student cadres are the backbone among students and important assistants in educational management. Normal universities should attach importance to the selection and training of student cadres, choosing students with high political quality, strong work ability, and good academic performance. Strengthen training and guidance for student cadres to improve their organizational management skills and service awareness. Simultaneously, establish and improve an assessment and evaluation mechanism for student cadres, regularly evaluating their work performance to motivate them to work actively and play an exemplary role. For example, regularly organizing training activities for student cadres to improve their overall quality; setting up awards for outstanding student cadres and collectives to recognize those who excel in student work.

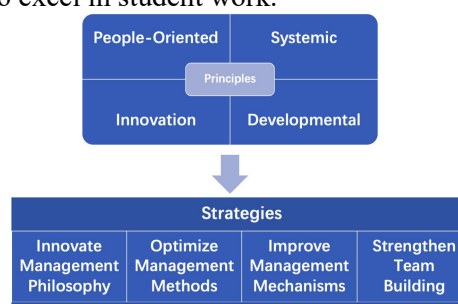


Figure 2. Optimization of Student Educational Management Model in Normal Universities under the New Situation

Overall, the optimization of student educational management model in Normal Universities under the new situation is achieved. This model is illustrated in Figure 2. Four principles are developed into four various strategies.

5. Conclusion

Optimizing the student educational management model in normal universities under the new situation is a long-term and arduous task, crucial for the growth and success of teacher education students and the future development of education. Facing the current challenges, we must adhere to the principles of being people-oriented, systemic, innovative, and developmental. We need to innovate management philosophies, optimize management methods, improve management mechanisms, and strengthen team building to construct a scientific, reasonable, innovative, and effective student educational management model. Through continuous exploration and

practice, we can enhance the level and quality of student educational management in normal universities, contributing to cultivating more outstanding teacher talents. Simultaneously, the optimization of this model needs to constantly adapt to the development of the times and social changes, undergoing continuous improvement to better meet the needs of students and the educational cause.

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