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Discussion on the Application Of Humanistic Concepts in University Education Management

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Abstract:
The "people-oriented" educational concept should be fully quoted in the process of education management in colleges and universities, which is an important basis for whether we can implement the education management work of colleges and universities and flexibly manage students. At present, in terms of the shortcomings in the existing education management work of colleges and universities, the management methods and educational management contents of most colleges and universities are not humane enough. In this regard, this paper first expounds the basic meaning and characteristics of the "humanistic" education concept, focuses on the shortcomings in the process of practicing the humanistic education concept in China's colleges and universities, and puts forward corresponding development suggestions in combination with the development background of the times, in order to better improve the quality of university education management.

1. Introduction

With the continuous increase in the internal management of college education management, the continuous expansion of the scope of management, the difficulty of management is also escalating, in order to explore a more in line with the work mode of college student education management, the concept of "humanism" is fully integrated into the education management is the trend of development in the current era, but also to meet the needs of students and pay attention to the inner world of students. However, from the current implementation of the humanistic concept of education management in colleges and universities, there are still many problems.

2. The Connotation and Characteristics Of "Humanism" in Education Management

2.1. The Specific Connotation of the Humanistic Concept

In terms of meaning, "humanism" refers to taking people in reality as the starting point, fully respecting people's ideological concepts, caring for and caring for people, and meeting the basic survival and development needs of the broad masses of the people. In education management, the main body of the humanistic concept focuses on students, all for students, everything starts from students, and always puts the development of students in the first place to promote the all-round development of students. In the final analysis, the humanistic concept focuses on the subject status of students, focusing on the inner world and practical development of students. [1]

2.2. Characteristics of the "Humanistic" Educational Concept

First, the humanization of educational philosophy. The humanistic concept emphasizes the subject status of students, regards students as ends rather than means, and believes that students are the center of education, everything starts from students, and students are the main object of education and the ultimate destination of education. However, for a long time, China's university education management has often regarded students as management objects, and in order to serve students from the perspective of students, pay attention to the development needs of students. In the past education management work, it was not fully realized that the development of students is the essence of education management. If Chinese education wants to live endlessly and thrive, cultivate generations of new people of the times, and have a steady stream of outstanding talents who have contributed to society, it must pay attention to the practical application of humanistic concepts in university education management. [2]

Second, the main integration of the educational process, the humanistic concept constantly emphasizes the subject status of students, and regards students as independent individuals with strong subjective consciousness and initiative, rather than passive people. Promoting students' self-realization is the essence of humanistic education concept, and giving full play to people's subjective initiative and autonomy is the basic condition for helping students develop and improve themselves. Therefore, under the humanistic concept, education management workers must fully respect the independent thinking of each student, and not formalize and formalize the unified management of students without warmth. At the same time, the humanistic education management task should not only explain to students the knowledge of education management and ideological quality, but also fully mobilize students' autonomy and enthusiasm, guide students to correctly understand themselves and explore their own potential, and let them practice self-thinking and morality on the basis of thorough thinking. [3]

Third, the humanization of educational management methods. Humanism requires colleges and universities to implement humane management of students, not to intimidate, threaten, discriminate against and maliciously suppress students, not to rely on intimidation and power to force students to compromise, the use of power to carry out hard management of students is bound to not last long. It not only strangles the independence and creativity of students' thoughts in the cradle, but also destroys students' sincere feelings and hurts their young hearts, so that students are forced to

become tamed "domestic animals", and in the long run, students will gradually lose the autonomy and creativity of thinking under the shackles of servile thinking. Therefore, the humanistic concept requires that the means of education management must be "rigid and soft", advocating that education be the first in the education process and pay equal attention to education and management, and must not unilaterally focus on management, promote the development of students in all aspects, and help students establish a correct scientific concept, so as to achieve better education management results. [4]

3. At Present, There Are Deficiencies in Practicing the Humanistic Concept in the Education Management of Colleges and Universities

3.1. Lack of Pertinence in the Content of Education Management

After a long period of educational reform and practice, university education management has gradually formed a rich and perfect content system, and new educational ideas and concepts are also continuously transported to the school. However, the education subject's explanation of the educational management theory course mainly stays at the theoretical level, and only explains the concept and basic content of the theory in the presentation process, most of which Teachers simply explain according to the presentation, and do not fully connect with reality to help students better understand. Long-term boring theoretical explanations will only make students lose interest in learning, and the implementation of open education in universities does not strictly control electronic devices such as mobile phones, so many college students play with their mobile phones down in class, and are even unwilling to look up at the content taught by teachers. At the same time, the gap between theoretical content and reality is large, and it is more difficult to understand and apply knowledge, which greatly reduces the quality and effect of teaching. [5]

For the teaching content that has been "stereotyped", the course explanation must be combined with reality, and it is best to trigger students' thinking in connection with current affairs and politics, and highlight the characteristics of the times. However, most of our educators misunderstand the nature of the times, and always habitually "show off" their academic qualifications, family background and other things that have nothing to do with learning in the classroom, and the social events cited cannot well reflect the characteristics of the times, resulting in education management workers always "pulling farther and farther", and students are not willing to listen to the trivialities of teachers, so that education management work gradually enters the misunderstanding. The main body of education also does not investigate and solve the practical problems of student learning, the pertinence of education is poor, and its lack of pertinence is essentially the lack of humanistic concepts. The reason why higher education in university education management is because the basic knowledge education is removed, but to cultivate students' ideological concepts and practical ability at a deeper level, to help students establish the correct three views, has long ceased to stay in the systematic knowledge explanation, but will "move" the classroom to the outdoors, leading students to obtain knowledge through research practice, in-depth investigation, and inspire students to think and solve practical problems. [6]

ITS

3.2. Lack of Flexibility in Educational Management Methods

With the continuous changes in the situation facing education management, the methods, means and forms of education management of college students are changing and innovating, and the effectiveness of college students' education management has been correspondingly improved. Educational management belongs to the comprehensive discipline of the partial practice category, which examines the manager's management ability, practical ability and dialectical thinking. In the current process of university education management, the practical link is seriously missing, which greatly reduces the timeliness of college education management. Students only listen to the teacher's lectures in different classrooms, lack of feeling and understanding of physical objects, and do not understand the content explained in the classroom thoroughly, but only stay on the surface. Most students have a strong utilitarian learning purpose, "60 points do not hang on to the subject" is the goal of some college students to learn, just for the exam and study, not because of learning and learning.

At the same time, the lack of subjectivity of education management is also the concept of insufficient humanistic concept, college students as the main object of university education management, has a strong sense of independence, strong resistance characteristics, and the number of college students, different majors of college students unified education management there is a certain degree of difficulty, so most colleges and universities in order to save time and management costs, the implementation of "one size fits all" management methods for college students, lack of cultivation of student subjectivity. [7]

3.3. The Essence of Educational Management Measures Has not Changed Towards Humanistic Concepts

Only when the measures are fully implemented in the management of education can we better carry out education work. Nowadays, many colleges and universities still adopt relatively tough measures to restrain students' behavior when they manage their education, such as deducting credits, canceling the qualifications for evaluation and evaluation, and notifying criticism, so that students must be active within the specified range, so as to achieve the purpose of college education management of students. However, from the school level, these management methods are to ensure the personal safety of students and maintain teaching order, but from the perspective of students, it is the shackles that restrict students' free activities and independent development, so that students feel bored and distressed, which will lead to students being in a passive position in the entire educational activities, rather than the main position, and over time, students' initiative and enthusiasm will be suppressed, which is contrary to the idea of humanistic education. [8]

4. Suggestions on the Application of People-Oriented Ideas in the Education Management of Colleges and Universities

4.1. Respect Individual Differences and Promote the All-Round Development of Students

People have individual differences, each student is a unique individual, each student's growth environment, family background, ideological concepts, hobbies and living habits are different, so it is not possible to generalize when educating and

ITS

managing students. In the classroom, the teacher's unilateral knowledge explanation and management will make some students feel that the teaching content is very boring, and due to the different levels of education in different provinces, there are also certain differences in the cultural foundation and comprehension ability of students. Therefore, there are often some students who think that the course content is simple and easy to understand, while some students think that the teaching content is very complex and cumbersome, and it is difficult to accept the way teachers impart knowledge. In this regard, teachers need to understand the basic situation of students, can purposefully group learning of students, let the group leader lead the group members to learn and progress together, through group learning so that everyone has the space to play and the opportunity to express themselves, but also to promote the relationship between students, break the original single education model, so as to stimulate students' interest in learning. [9]

3.2. Flexibly Transform the Way of Education and Promote the Comprehensive Development of Students

With the rapid development of society, the way of college education should also change with the development of the times, advocating the emphasis on equality and justice in education management, emphasizing the educational concept of diversified development, and now humanized education has gradually become the mainstream of education management in various colleges and universities. Based on this background, to promote the cultivation of students' comprehensive ability is not simply to improve students' academic performance, more pursuit of practical ability, social skills and management and other aspects of the ability to develop, in the teaching objectives, teaching courses, teaching evaluation and other aspects should take into account the development of students' comprehensive ability, in the design and arrangement of teaching content, teachers should be based on the training objectives and learning situation of students of different majors to design and adjust teaching, And pay attention to the comprehensive cultivation of theoretical knowledge and practical ability. In the process of theoretical explanation, interspersed with the explanation of current affairs and politics, at the same time, through the design and arrangement of outdoor homework, students can acquire knowledge through hands-on practice, find problems and solve problems in practice, continuously consolidate students' understanding and application of knowledge, and continuously improve their personal abilities under thousands of hammers. [10]

3.3. Establish and Improve a Standardized and Scientific Humanized Management System

For the school, the school belongs to an organic whole, composed of students, teachers, staff and administrators, so the school can better carry out education management by establishing and improving rules and regulations. However, rules and regulations need to be based on the specific situation of teachers and students, rather than unilateral decisions made by management alone. In the process of education management, research shall be conducted according to the situation of students in different colleges and majors, and at the same time, a management system shall be formulated in a targeted manner according to the characteristics of college students' psychological development. In the process of dormitory management, on the one hand, we must pay attention to standardization, and have certain management and constraints on the basic work and life of students; on the other hand, we must pay

ITS

attention to humanization, for example, in the dormitory management regulations, for those garbage cans can not be garbage, the table must be clean and tidy, and those who have not returned to the dormitory after 9 o'clock are not allowed to enter the dormitory, and snacks are not allowed in the dormitory and 10   Strange rules such as having to turn off the lights before the point, these unreasonable rules and regulations will only make students more disgusted, even directly rebellious. In the management, the degree of laxity is the most reasonable, and flexible management should not be too rigid to cause students to resent. In addition, college education management staff also need to have the same rationality and tolerance, if students put forward opinions or dissatisfaction with the rules and regulations, managers should calmly communicate with students, question and opinions of students can not blindly suppress or criticize, to understand the actual situation and respect students' ideas Explain to students the purpose of the school's rules and regulations, so as to resolve students' misunderstanding of decision-makers, only in this way can we highlight the concept of people-oriented education.

5. Conclusions

College education has exported a batch of outstanding talents for China's development, which has played a great role in promoting China's social development, enhancing the country's comprehensive strength, and driving the prosperity and development of various industries High-quality talents not only bring effective talent support to all walks of life, but also improve the overall quality of the people, build a civilized power, and educate the reason for rejuvenating the country. However, in the process of education management, colleges and universities still mainly use hard education management means to make students obey in order to maintain school order, so the people-oriented educational concept is necessary in the education management of colleges and universities, people-oriented is the product of today's social development, it fully respects the main position of students, pays attention to the personalized development of each student, and is the basis for sustainable and effective education. In order to better implement the people-oriented education concept into the education management of colleges and universities, colleges and universities should strengthen the use of modern technology, establish a scientific and reasonable modern education management system, and meet the development needs of every student as much as possible with flexible education management methods and scientific curriculum design and arrangement.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

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ITS

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