

APPLICATION HUMANISTIC EDUCATIONAL MANAGEMENT OF UNIVERSITIES IN CHINA

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Abstract:

Humanistic Educational Management of Universities in China plays an important role in the process of improving students' comprehensive quality and promoting social and cultural development, and should fully draw on the educational concept of "people-oriented", which is an important basis for the implementation of educational management and flexible management in colleges and universities. Starting from the basic meaning and characteristics of the concept of humanistic educational and management of Universities in China, this study explores the shortcomings in the practice of humanistic educational of Universities in China and puts forward corresponding development suggestions in the context of the times. This study aims to provide the international community with the practical experience of humanistic management higher educational of china, and to explore its application in the global educational system in order to improve the quality of educational management in schools.

Keywords: Humanities Educational in china, University Educational Management

Introduction

In China in recent years, the difficulty of educational management has continued to escalate with the increasing complexity of the internal affairs of university educational management and the expanding scope of management. With limited resources, college administrators need to cope with the diversified educational needs, the rapidly changing social environment, and the growing personalised development needs of students. Therefore, in order to explore the modern development path of university educational management, it has become an important trend to integrate the concept of 'humanism' into educational management.

Chinese universities have gradually recognised the core value and unique role of humanistic educational in the practice of educational management. Humanistic educational is not only a process of transferring knowledge, but also an important means of paying attention to the inner world of students and meeting their needs for all-round development, as well as a key way of shaping values and cultivating personality qualities. Through humanities educational, colleges and universities aim to cultivate students' moral cultivation and cultural identity, and promote them to become citizens with a sense of social responsibility and cultural self-confidence.

Driven by the wave of globalisation, the goal of educational management is gradually going beyond the traditional transfer of knowledge and skills to focus on the cultivation of students' critical thinking ability, global vision and cultural self-confidence. This is not only in line with the demand for high-quality talents in modern society, but also provides new opportunities for Chinese universities to enhance their status and influence in the international educational competition. However, from the point of view of the current implementation of humanities educational management in colleges and universities, there are still many problems.

Connotation and characteristics of educational management in humanities education

Humanistic education in educational management is a management philosophy that focuses on individual development and cares for the inner needs of students and teachers. It not only emphasises the transmission of knowledge, but also pays attention to the all-round growth of human beings, including the cultivation of moral, psychological and social abilities. The core of humanistic educational management is 'people-centred', with respect for the individual, understanding of differences and concern for inner needs as the starting point, and seeking to promote individual self-realisation and social responsibility through educational. Li, H., & Wang, Y. (2020). An Exploration of the Humanist Concept of Educational Management and its Practices. Specifically, the connotation of humanistic educational management is embodied in the following aspects: first of all, the concept of educational is humanistic, the concept of humanistic educational emphasises the subject position of students, and regards students as the centre of educational rather than a means to an end, and everything begins with the students, who are the main purpose of educational and the final destination of educational. However, for a long time, China's colleges and universities educational management often take students as the object of management, in order to serve students from the students' point of view and pay attention to the development needs of students. In the past educational management work, it is not fully recognised that the development of students is the essence of educational management. If Chinese educational is to continue to develop, cultivate a new generation of the times, and cultivate outstanding talents who will contribute to society, it is necessary to pay attention to the practical application of humanistic educational college educational management. Xu, Y.W. Research on knowledge sharing in college student management. Technical information, 2017, 24.

Secondly, respect for students' subjectivity and independence: humanistic educational management advocates respect for students' subjectivity, stressing that students are not only recipients of knowledge, but also active participants in the learning process. Administrators should encourage students to think independently, express their personal opinions, and give them more autonomy and creative space in the classroom and campus activities, so as to stimulate students' intrinsic motivation and independent learning ability. Liu, Dan, & Li, Wei. (2018). Humanist Educational Management and Personalised Development. Educational Inquiry, 29(3), 84-90.

Finally, the main integration of the educational and pedagogical process, humanistic educational constantly emphasises the status of the student's academic discipline and treats the student as an independent individual with a strong sense of subjectivity and initiative rather than as a passive person. Promoting students' self-realisation is the essence of the concept of humanistic educational, and giving full play to the subjective initiative and autonomy of academics is essential to help students develop and improve themselves. Therefore, under the concept of humanistic educational, educational management workers must fully respect the independent thinking of students, rather than regulating the unified management of students. At the same time, the task of humanistic educational and management should not only explain to students the knowledge and theoretical qualities of educational and management, but also fully mobilise their autonomy and enthusiasm, guide them to understand themselves correctly, explore their potential, and allow them to practise self-thinking and practice on the basis of thorough thinking. Hua, R.F.; Shi, P.P.; Wang, D. An analysis of the senior system in higher educational management. Intelligence, 2011, 5.

Current shortcomings in the application of humanistic educational management in practice

The first is the lack of relevance to the content of educational management, which has been developed through the period of educational reform and practice, and the university educational management has gradually formed a rich and perfect content system, and innovative ideas and concepts have been continuously transferred to schools. However, the explanation of educational management theory courses in educational disciplines mainly stays at the theoretical level, only explaining the concepts and basic contents of the theory in the presentation process, in which most teachers only explain according to the presentation and do not fully connect with the reality in order to help students understand better. Long-term boring theoretical explanations will only make students lose interest in learning, and the implementation of open educational in universities does not strictly control electronic devices such as cell phones, so many college students play with their cell phones in the classroom and are not even willing to look at the content taught by the teacher. At the same time, the gap between theoretical content and reality is very large, and the continuous application of knowledge is more difficult, which greatly reduces the quality and effectiveness of teaching. Chen, Y. Value orientation of educational management in Colleges and universities. Reference for politics teaching in middle school, 2021, 37.

The second is that the nature of educational and management measures has not changed to the concept of humanistic educational, which can only be fully implemented in educational and management. At present, many colleges and universities still adopt more severe measures, such as deduction of credits, disqualification from assessment, notification of criticism, etc., so that students can be restrained within the prescribed limits in order to realize the purpose of students' university educational and management. However, from the school level, these management methods are to ensure the safety of students and maintain the teaching order, but from the students' point of view, they are shackles restricting students' free activities and independent development, which make students feel bored and miserable, thus leading to students being in a passive position rather than the main body of the whole teaching activities, and over time, the initiative and enthusiasm of the students will be suppressed, which is contrary to the humanistic educational, which is contrary to humanistic educational. Zhong, J. Problems and relative countermeasures in the process of educational management in Colleges and universities. Time honored brand marketing. 2019.

Recommendations on the application of humanistic educational management of Universities in China

The first is to respect individual differences, people have individual differences, students are single, each student's upbringing, family background, theoretical concepts, hobbies and habits are different, so you can't generalize when educating and cultivating students. In the classroom, the teacher's unilateral knowledge explanation and management will make some students feel that the teaching content is very boring. Facing the different levels of educational in different cities, there are some differences in the students' cultural foundation and understanding ability. As a result, there are students who find the course content simple and easy to lift, and there are also students who find the teaching content very complicated and cumbersome, and who find it difficult to accept the way teachers impart knowledge. In this regard, teachers need to understand the basic situation of students, and they can allow students to study collectively, so that group leaders can lead their group members to learn and make progress together, and through collective learning, they can give everyone the space to play and the opportunity to express themselves, and at the same time,

promote the relationship between students and break the original single mode of educational, so as to stimulate the students' inter. Yang, Y. Development path of college educational management from the perspective of big data. Modern marketing (Information Edition), 2020, 4.

Of Universities in China, the application of humanistic educational management needs to pay more attention to the flexible transformation of educational methods in order to adapt to the rapidly changing social needs and the diversified development of students. The combination of classroom teaching and practice can be strengthened, and students can be encouraged to participate in extracurricular activities and social practice to help them closely link theoretical knowledge with real life. Teaching methods should be changed from traditional one-way teaching to interactive, discussion and project-based teaching to stimulate students' active learning and critical thinking. In addition, schools should provide students with diversified learning platforms, such as online courses and interdisciplinary cooperation, so that students can choose learning paths according to their interests and needs. Educational administrators should establish a more flexible assessment system that does not only rely on traditional test scores, but also takes into account the development of students' creativity, teamwork, and sense of social responsibility. Zeng, Guoping. Reform and Development of Humanities Educational of Universities in China. Higher Educational Press, 2020.

Promote the development of students' comprehensive ability is not only to improve students' academic performance in school, but also to pursue the development of practical ability, social skills and management ability, the development of students' comprehensibility should be taken into account in teaching objectives, learning and teaching courses, teaching evaluation, etc. In designing and arranging teaching content and learning, teachers should design teaching and adjust teaching methods according to the educational objectives and learning of students of different specialties and focus on the Comprehensive training of theoretical knowledge and practical ability. In the process of theoretical explanation, interspersed with current affairs and political planning, at the same time, through the design and arrangement of outdoor homework, students can find problems and solve them in practice, and constantly consolidate students' understanding and application of knowledge, through these flexible transformations, it can better promote the overall growth of the students and improve the quality and effectiveness of educational. Establish and improve the standardized and scientific humanities educational management system.

Conclusion

University educational has played a crucial role in China's development, cultivating a large number of high-quality talents for all walks of life, not only providing strong talent support for all walks of life, but also improving the quality of the whole population and promoting the progress of social civilization. However, in the process of educational management in colleges and universities, there is still the problem of over-emphasizing order and institutionalized management, which makes students passive obedience and ignores individualized needs. Therefore, in the context of modern society, educational management in colleges and universities should adhere to the concept of people-oriented, fully respecting the subject position of students and paying attention to their individualized growth needs, in order to achieve a more scientific and reasonable educational management mode. In order to better practice this concept, universities should make full use of modern information technology to build a scientific and standardized humanistic educational management system, and at the same time, optimize the curriculum and adopt flexible and diverse educational management methods to adapt to the growth needs of different students. In addition, universities should

focus on teacher-student interaction and encourage interdisciplinary exchanges and social practice, so that educational does not only stop at knowledge transmission, but also pays more attention to the cultivation of students' innovative ability, comprehensive literacy and social responsibility. Through these measures, the management of humanities educational of Universities in China will be more scientific and humanized, and more excellent talents with all-round development will be cultivated for the country and society.

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