Analysis of Innovative Strategies for College Student Education Management Based on "Three Comprehensive Education"

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Abstract: Guided by the fundamental task of "cultivating morality and cultivating talents", starting from the perspective of "three comprehensive education", this article first elaborates on the problems in the education and management of college students, and then elaborates on work strategies guided by the problems. It emphasizes the construction of management teams, the opening up of education routes, and the adherence to cross-border integration, with the aim of improving the quality and efficiency of college education and management work, and safeguarding the development of higher education and the growth of college students.

Keywords: "Three Comprehensive Education"; College student education management; Work strategy

The "Opinions on Strengthening and Improving Ideological and Political Work in Universities under the New Situation" proposes the important requirements of adhering to full staff education, full process education, and comprehensive education. The current concept of "three comprehensive education" guides various education work in universities and provides scientific guidance for student education management work.

At present, there are relatively rich research results on the "three comprehensive education" in higher education, but research in the field of student education management still needs to be strengthened. Many studies have unclear definitions of the relationship between moral education, three comprehensive education, and university student education management. It can be seen that the current research on student education management strategies in various universities should fully consider the requirements of "three comprehensive education", conscientiously implement the fundamental task of cultivating morality and talents, innovate work ideas, reconstruct work models, and make the mechanism of student education management more reasonable and efficient.

1. Analysis of the Education and Management Work of College Students from the Perspective of "Three Comprehensive Education"

1.1 Management team still needs to be strengthened

Education "is the core of the concept of" three comprehensive education ", while" comprehensive "is a requirement for management work. Among them," comprehensive education "refers to the coordination and cooperation of all education subjects to form a joint force for education, including the participation of multiple subjects such as society, family, school, and peers, to jointly serve the growth and development of college students. However, in the context of diversified management entities, the concept of single center and unified management has not changed. Schools are the only center of student education management, and they impose mandatory management on students with rigid management norms or monotonous management goals, neglecting the subject status of students, and seriously violating the modern educational management concept of "humanism" and "diverse governance". In addition, the task of student education management in Chinese universities is mainly undertaken by middle-level management personnel, with counselors as the main focus. However, some universities do not meet the 1:200 ratio standard for the number of counselors, resulting in a shortage of student education management services. In addition, the lack of comprehensive quality of management personnel makes the "quality" and "efficiency" of student management work unsatisfactory[1].

1.2 Inadequate connection of management work

The "full process education" requires close connection between different stages of education, and the education work reflects continuity and completeness. It starts with the enrollment of students, ends with their graduation, and even extends to the employment stage of students. The education management system and measures are closely linked, covering the entire process of learning and life. However, in reality, there is a problem of "strict planning and loose nodes" in the management of student education in some universities, resulting in a lack of overall coherence. For example, strict learning plans are formulated for students of various majors and grades, but key time nodes such as winter, summer, and internship periods are ignored, resulting in a polarized management state of excessive tension and relaxation in different management stages, and the goal of "full process" management is not achieved. In addition, there is a lack of awareness of adapting to local conditions and implementing policies according to people in educational management, and there is a "one size fits all" phenomenon in management goals and plans. There is a lack of accurate understanding of the learning and development tasks and environmental resource needs faced by students at different learning stages and development needs, which clearly does not conform to the growth and development laws of students.

1.3 Management space is too limited

The concept of "all-round education" no longer emphasizes continuous education from a temporal perspective, but rather emphasizes the diverse characteristics of education content and form, breaking through regional limitations, penetrating both online and offline, deeply exploring and integrating the use of education resources, optimizing resource allocation, and establishing a more three-dimensional and comprehensive education space. However, some students are currently slow in the development and construction of student education management platforms, lacking scientific consideration for the growth needs of contemporary college students, experiencing poor human-machine interaction, slow updating of platform development technology, low level of humanized operation, and weak operational management links. Therefore, they lack attractiveness to college students and cannot fully utilize the role of student education management platforms in ideological guidance and management services. In addition, some universities and enterprises do not have close cooperation, and the collaborative education mechanism between schools and enterprises is not yet perfect. In addition, the fields of cooperation between the two sides and the integration of industry and education are mostly concentrated in the development of talent training plans, integration of teaching resources, and monitoring of teaching quality[2].

2. Strategies for the Education and Management of College Students from the Perspective of "Three Comprehensive Education"

2.1 Consolidate the strength of all staff to achieve the "Trinity"

The most urgent task currently is to accelerate the establishment of a "trinity" management mechanism for schools, families, and society, based on issues such as diverse management entities, single centers, and insufficient quality of management teams in university student education management. The focus of the school's construction work includes the following aspects: on the one hand, improving and operating the school party committee and the principal responsibility system under its leadership, leading the design of student management structure and various management functions from a forward-looking and global perspective, and doing a good job in resource allocation; On the other hand, establish a student management committee with the participation of all middle-level management personnel, backbone teachers, psychological counseling teachers, logistics personnel, and student cadres, improve the education management team, and explore practical paths for student participation in management and self-management, establishing a new model of peer management; In addition, full-time counselors and ideological and political counselors are equipped, and regular teacher training activities are organized to enhance the educational guidance and refined management capabilities of the management team. From a family perspective, the influence of parents' ways of doing things, personal values, and ideological consciousness on their children is subtle, advocating for home school co education. From a social perspective, universities should fully utilize social resources, such as organizing public welfare activities and social research activities, and practicing the concept of practical education; Alumni resources can also be utilized for employment and entrepreneurship education.

2.2 Plan a path for education and focus on coherent education

Guided by issues such as inconsistent management, inadequate grasp of nodes, and unreasonable planning, the current management of student education in universities should attach importance to "stage integration", accelerate the construction of a comprehensive education model, and open up a coherent education route. Specifically, it is necessary to plan the learning goals, execution plans, and growth standards for college students during their time in school. Multiple convenient evaluation indicators for students should be set

from physical growth, professional growth, personality growth, and scientific research progress, and a graded, classified, and layered management service plan should be developed[3].

College students need to face different professional learning tasks and growth and development challenges at different learning stages, so the focus of student education management work is also different. For first-year students, the main management responsibility for entering the school and entering the professional learning stage lies with the counselor. The learning content is mainly focused on professional courses. The main task of student education management is to help new students quickly adapt to the life of college students, with academic management as the core. Utilizing military training and new student enrollment education activities to help new students initially establish their learning direction, complete psychological transition, and establish university ideals ; For sophomores and juniors, educational management should reflect stronger pertinence, focusing on guiding the healthy development of students' values, moral awareness, and ideological consciousness; Senior students need to participate in internships and write graduation theses. Colleges and universities should strengthen targeted career planning guidance and employment and entrepreneurship education to help graduates smoothly choose, find employment, and start their own businesses, and avoid students breeding anxiety. In addition, attention should also be paid to the management services of key time nodes such as winter and summer vacations and internship periods. Communication and interaction platforms should be established with internship companies and parents to jointly pay attention to students' mental health status and safety management needs, such as relying on home.[3]

3. Summary

In summary, cultivating morality and cultivating talents is the fundamental task of education. In the development and reform process of higher education, the goal of "cultivating morality and talents" should be guided, the concept of "three comprehensive education" should be established, the pattern of "three comprehensive education" should be constructed, and the deep transformation of education ideas and methods in the new era should be promoted. This will lay a solid foundation for the long-term development of higher education, output high-quality higher talents for society, and actively assume social responsibility.

At present, the work of students in Chinese universities must improve their political standing, adhere to the work concept of "three comprehensive education", actively break through the limitations of traditional work thinking and outdated work models, comprehensively integrate resources and improve the environment, enhance the management and service level of universities, and truly achieve the satisfaction of parents, students, enterprises and society.

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