

# *Research on Strengthening Self-education and Self-management of Higher Vocational Students in the New Era*

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**Abstract:** In recent years, with the continuous promotion of education reform, the importance of higher vocational colleges in the whole higher education has been highlighted. With the continuous popularization of higher education in China, the enrollment of higher vocational colleges has been expanding, and the education and management direction of college students proposed in the process of college education reform has also changed accordingly. In order to strengthen the talent training strategy of the times, we must enable college students to achieve self-education and self-management. Influenced by the development of information technology, students' learning mode and thinking mode have been greatly affected. The traditional teaching mode that takes school education as the whole has been difficult to adapt to the current educational requirements. Information network and other means also provide applicable conditions for students' self-education and self-management. At the same time, in the process of self-education and self-management, students' thinking forms and self-consciousness can be developed, and their personal ability and comprehensive quality can also be greatly improved.

## **1. Introduction**

College students' self-education and self-management is an important way of personal growth of college students under the background of modern education. It is an educational model that meets the needs of China's economic, political, cultural and other development needs, and it is also an educational way to meet the needs of education and students under the current background of the times. However, in the process of practice, there are still some shortcomings. This is because although vocational college students are adults from the perspective of age, their personal cognitive level is still limited from the perspective of thinking, ability, cognition, etc., and it is still difficult to carry out effective self-education and self-management within their limited ability. Therefore, teachers still need to conduct corresponding guidance in this process to ensure that students can adopt more scientific and effective education and management methods in the process of self-education and self-management, and achieve the purpose of effectively stimulating students' subjectivity and initiative.

## **2. An analysis of the significance of strengthening self-education and self-management of higher vocational students in the new era**

Under the background of the new era, higher vocational colleges need to better meet the needs of the times and society for talent training. Therefore, higher vocational colleges must abandon traditional education concepts and adhere to educational reform and innovation in the process of talent training. As the main body of education, college students' subjective initiative needs to be improved accordingly, so that it can better meet the challenges and opportunities brought by the new era. In the process of traditional education, we focus on the teaching of students' professional abilities, and pay little attention to students' thinking ability, comprehensive ability, subjective initiative, etc. Under the influence of the times, colleges and universities must carry out active educational reform, insist on taking students as the main body of education, so that students can fully carry out personalized education in the entire education process, and complete the growth of self-consciousness in the process of education [1]. At present, China is in an information age. Students can accept information at a very fast speed. The development of bad information will have a great negative impact on students' personal development. When students have independent thinking and awareness, their ability to be affected by social bad information will be greatly reduced. Therefore, the application of self-education and self-management behavior of vocational students will have a great impact on students' self-development. It is of great significance for the scientific construction of modern higher vocational education. Accordingly, higher vocational colleges provide students with a scientific and modern educational environment, which also provides an environmental basis for self-education and self-management.

## **3. Analysis on the methods of higher vocational students to complete self-education and self-management**

For higher vocational students, self-education and self-management are mainly a process from group education and management to individual education and management. Self-education and management at the university stage mainly refers to the education and management of students themselves. In the process of daily study and life, it is difficult for teachers and class cadres to achieve the same centralized education and management as primary and secondary schools. Therefore, each student must play their own role, and develop their own self-awareness, self-education and self-management according to their own subjective consciousness and personal career development. Self-education not only refers to the education at the knowledge level, but also refers to self-management and not only the management at the life level. It is more about the constraints and practices at the thinking and consciousness levels, such as students' planning for learning, planning for their own careers, developing their living habits, controlling their emotions, improving their professional abilities, and improving their personal moral quality. The so-called process of self-education and self-management is a process of inspiring and guiding students to become "better people", and an important way for students to constantly improve themselves in the process of growth [2]. For this reason, college students need to conduct self-improvement and self-management from multiple perspectives in this process. The specific analysis is as follows:

### **3.1. Cultivation of the spirit of self-education and self-management**

Influenced by China's traditional education, China's education model is mainly based on centralized education. The education and management that students receive from childhood to adulthood are passive and centralized, resulting in students' lack of initiative and ability of self-education and management. Since the 21st century, China's economic level has been rising, people's

living standards have been greatly improved, and the phenomenon of only child is very common. Students in the kindergarten to high school stage accept the love of parents, and teachers are ubiquitous centralized education and management. Under this model, students have a greater dependence on teachers and families. When it comes to self-education and self-management, the emotions generated are mainly confusion and panic. Therefore, for higher vocational colleges, if they want to cultivate students' ability of self-education and management, they need to start from the spiritual level of students, let students have independent spiritual awareness of self-study and self-management, and recognize the importance of self-education and self-management in the whole process of higher vocational education and modern education. Therefore, schools and teachers need to actively carry out corresponding campus activities, community activities, competitions, class activities, etc. in this process, so that students can carry out independent behavior and awareness activities independently of their families and teachers, and then enable them to carry out conscious self-education and self-management while learning campus activities and professional cultural knowledge.

### **3.2. Using social platforms to help students complete self-education and self-management**

In the current society, information technology has fully penetrated into people's life and learning. The introduction of various types of social software has further strengthened the relationship between people, providing an effective material basis for the further self-education and self-management ability creation of vocational students in the process of carrying out vocational education activities. Compared with primary and secondary school students, vocational students have grown up and have independent personal consciousness and thinking ability. At the same time, as semi social people, vocational students are allowed to use smart devices such as mobile phones. At the same time, in the process of student education and management in higher vocational colleges, due to the large number of students involved and the wide range of colleges and departments, it is difficult for teachers to carry out all-round management of students. Through the application of social platforms, teachers can issue relevant education and teaching matters, teaching requirements, precautions, etc. in class groups. After receiving the information, students can carry out corresponding self-education and management behaviors according to the requirements of teachers. Therefore, in the context of higher vocational education, if we want to effectively improve students' self-education and self-management ability, we need to effectively use modern information means and actively use social platforms to guide students.

## **4. Analysis of the guidance of the school on self-education and self-management of students**

### **4.1. Helping students set long-term life goals**

Higher vocational students have certain differences in their learning ability and self-control ability compared with the students of the first and second college students. Higher vocational education is often the passive choice of students after they fail in the college entrance examination, which leads many students in higher vocational colleges to report a negative attitude when they just enter the higher vocational colleges. They do not have a correct plan for their own life, and then they can complete their study in the higher vocational stage without any care. In this process, counselors need to give play to their effectiveness, actively communicate with students in this process, help them set correct life goals, and make them plan their career consciously, in order to help them formulate reasonable learning plans, so that their professional ability can be effectively cultivated. When students enter the primary stage of higher vocational colleges, teachers still need to pay attention to students, help them adapt to the pace of life in higher vocational colleges, spot check students' daily learning content, and formulate corresponding learning schedule for students according to their

learning status. At the same time, teachers need to guide students to complete their own career development through part-time work, reading and other behaviors according to students' learning ability, personal cognition, etc. in the education process. When students enter higher vocational colleges, their education and teaching methods are quite different from those of traditional education methods. Teachers need to stimulate the realization of students' self-management ability from a subtle perspective, guide students to do what they like, and guide students to complete self-education and self-goal formulation from a trivial point of view.

#### **4.2. Guiding students to complete self-education and self-management ability training**

The occurrence of students' self-education and self-management behavior in higher vocational colleges requires students to fully grasp their professional knowledge and skills. Different from the primary and secondary school stage, the learning in the higher vocational stage is mainly independent learning. After completing the learning of classroom knowledge, the higher vocational students need to independently carry out self-study in the evening, and review and expand the course content independently in the evening self-study stage. The change of this mode is difficult for vocational students to accept. Students who are accustomed to teachers chasing after knowledge need to actively explore knowledge content. In this process, teachers need to actively guide students to carry out self-learning and self-education, so that students can learn how to learn to explore knowledge content independently, and strengthen their ability of self-management and self-restraint.

#### **4.3. Guiding students to complete the awareness and discipline of self-education and self-management**

The management behavior of higher vocational colleges is relatively loose compared with that of primary and secondary schools, and there is a direct connection between this education and management status quo and the educational characteristics of higher vocational colleges and the educational characteristics of higher vocational students. The loose educational concept of higher vocational colleges will cause two major extreme phenomena for students. For students with poor self-control, the loose educational environment will enable them to constantly release themselves, their self-mentality will continue to collapse, and their self-education concept and management concept will continue to decline, eventually resulting in a loose state of discipline. For this reason, teachers need to help students establish strict self-management awareness and discipline in the daily teaching management process, so that they can maintain sober self-education behavior and self-management concept at any stage of education. At the same time, teachers need to actively use the social platform to show students the daily learning and education precautions through group chat, circle of friends and other forms, so as to effectively remind and actively guide students and teachers in a state of mutual contact. For example, before the daily curriculum activities, teachers remind students of the preparation work before class through group chat. For another example, teachers use group chat to carry out relevant class activities, so that students, students and teachers can maintain a state of mutual connectivity, in order to guide students to actively participate in learning and complete effective self-education and self-management.

#### **4.4. Completing the guidance of students' self-education and self-management from the perspective of life**

The education of students' awareness of their own learning and thinking, as well as the management of their own learning and life, are important manifestations of their independent ability, active and healthy life, planned life and long-term life goals. Therefore, in this process, teachers

actively guide students to arrange orderly life and study, which is an important process for students to live reasonably and study healthily. For example, for vocational college students, because most of them are living independently from home for the first time, they often cannot reasonably distribute their living expenses when planning. Therefore, outside the teaching process, teachers need to organize students to guide values, consumption and other concepts, and guide students to develop good values and consumption concepts.

## 5. The school effectively supervises students

Higher vocational colleges carry out the education mode of self-education and self-management of students. The purpose is to guide students to develop better learning habits and stimulate students to develop the spirit of hard work. It is not the laissez faire of schools or teachers for students. Therefore, teachers in the daily education and teaching process, in addition to guiding students to develop good self-education and self-management capabilities and habits, it is also necessary to supervise students' self-education and self-management behavior. The school needs to give full play to the effectiveness of student cadres in this process, so that they can stimulate students' autonomy and exert direct influence on students' learning and life. In daily life, students are invisible to their own educational behavior and management behavior. Due to the large number of students in the class, it is difficult for teachers to effectively supervise each student's learning achievements. Therefore, class leaders need to actively play their role in daily class management activities, and supervise students' self-education and self-management behavior in daily learning and life. It also provides teachers with corresponding feedback on students' behavior, and appropriately inspires and guides students. The generation of this behavior requires class leaders to actively improve their own ability in the daily learning process, adhere to the improvement of self-education ability, and adhere to the effectiveness of self-management ability.

## 6. Conclusion

Under the background of the new era, the learning requirements of students are constantly improving. If students want to complete the improvement of personal ability and personalized development under this background, they must meet the requirements of the times and the educational philosophy of colleges and universities, and conduct self-education and self-management in the process of college education. The occurrence of self-education and self-management requires students' personal ability and quality to reach a corresponding height. Teachers need to cultivate students' ability in this process to ensure students' correct values and personal height.

## References

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