

Analysis and Research on the Process of University Class Management Work and Countermeasures

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Abstract: The management of university classes has always been a top priority in student affairs, attracting widespread attention. In the face of new challenges, how to effectively manage classes, strengthen class cohesion, and enhance academic atmosphere has become a crucial issue for every education professional to contemplate. To address the current issues and shortcomings in the management of university classes, it is necessary to clarify the responsibilities of class instructors in their daily work, uphold the mission of "cultivating virtue and nurturing talents," strengthen the management capabilities of class systems, enrich the carriers of class cultural activities, and foster closer communication between teachers and students.

1. Introduction

University classes constitute the fundamental units of the school system, serving as the basic and stable grassroots organizations for various activities within the school. They are the basic units for organizing and implementing higher education and educational work. Class groupings and Youth League branches play a fundamental role in the school's Youth League work and activities, directly and closely connecting with a large number of Youth League members and young students. They play a core role in uniting and educating young people, contributing to their growth and development. Classes and Youth League branches play irreplaceable roles in aspects such as cultivating academic atmosphere, guiding values, organizing activities, and providing services. With the development of the times and social progress, the increased enrollment in universities has led to a higher rate of education, but the understanding of university class management has become increasingly loose and misplaced. As the post-2000 generation students enter university, issues related to class construction become more prominent. There is insufficient class cohesion, lack of student awareness of individual responsibilities, decreasing attractiveness of class organizational activities, and the absence of mainstream values education in a diverse cultural background. A series of problems have led to cracks in the construction of cultural connotations, academic atmosphere, and civilized class conduct, posing greater challenges to the management of university classes in the new era and under new circumstances.

2. Problems in University Class Management

2.1. Misconceptions about the role of instructors, unclear job positioning

Instructors are the managers and guides of class construction, organizers, and implementers of student ideological and political education. They are responsible not only for class affairs management such as academic administration, rewards and penalties, and disciplinary actions but also for the substantive construction of university students' ideology, values, and personality development. However, a prevalent phenomenon in universities is that when asked about the role of instructors, the common response is often likened to high school homeroom teachers, responsible for students' daily activities. Such vague positioning does not effectively support the work of instructors in class management and hinders the construction of class culture.[1]

2.2. Lack of class cohesion, insufficient effort from the class committee

Many students adopt an indifferent attitude towards class activities, viewing them as irrelevant to their personal interests. Whether it's competitive events like speech contests and knowledge quizzes or recreational activities like singing, running, or playing sports, some students often complain, expressing sentiments such as "These activities are annoying," "Forced participation is boring," and "What's the point of these activities? I'd rather play a couple of rounds of online games." The class committee faces challenges in rallying students for activities, encountering resistance from some students who do not cooperate or support class events, undermining the positive intentions behind the activities. The class committee, as an essential support for university instructors in class management, plays a crucial role in self-management of the class. However, during the construction of the class committee, various issues arise. Firstly, there are role conflicts within the class committee. Members must serve as both servants to their classmates and enforcers of school and class rules, causing inherent conflicts and challenges in managing both roles. Secondly, lack of unity among class committee members. Differences in personality, working styles, and capabilities often lead to friction during collaborative work, hindering effective coordination. Thirdly, inadequate systematic training and guidance for class committee members. The emphasis on appointment without sufficient emphasis on training leads to lower efficiency and slower growth of class committee members.[2]

2.3. Imperfect management systems, incomplete implementation of rules

Classes often lack well-defined management systems. Although many universities have formulated related regulations, they are often modifications of existing school regulations without tailored and detailed provisions based on the unique characteristics of the class. Moreover, in the execution of these rules, there is often a lack of implementation, reference, rewards, or penalties, rendering the rules ineffective in guiding students toward good habits and civilized behavior.[3]

2.4. Limited communication methods, lack of ideological and political construction

Presently, there are primarily two approaches to student management in universities: class meetings to convey work arrangements and communication via QQ or WeChat group messages. These methods result in one-way information transmission without establishing effective discussion mechanisms. Additionally, the complex online environment inundated with short videos and fragmented information poses challenges to students' ability to distinguish between genuine and false information. Given the low resistance of students to temptations, there is a need for guidance from the school to help students establish correct values and worldviews. However, the singular

communication methods between teachers and students fail to address the actual issues related to ideological and political construction and can lead to conflicts in management.[4]

2.5. Weak academic atmosphere, prominent aversion to learning

Many students, influenced by the study environment in high school, initially exhibit enthusiasm for learning upon entering university. However, over time, the relaxed and liberal learning environment in university leads to some students struggling to manage their time effectively, resulting in a decline in self-discipline. Some students lack clear goals for their academic life and fail to plan for their future careers and development. This lack of motivation manifests as tardiness, early departure, truancy, and, in extreme cases, students completely neglecting their academic responsibilities, staying up all night playing games instead of attending classes. Some students view part-time work and academic pursuits as mutually exclusive, prioritizing earning money over attending classes. These behaviors adversely affect class management, hindering the development of a positive academic atmosphere in the class.

3. Factors Analysis of Problems in University Class Management

3.1. Diverse student sources, challenging management

University classes consist of students from various regions across the country, with significant differences in local customs, ideologies, and lifestyle habits. The emotional connections among students are not entirely natural but are based on a collective gathering determined by the school's management system. Traditional class management concepts rigidly require students to adhere to uniform actions for daily life and study, making it challenging to stimulate students' autonomy and enthusiasm fundamentally. Particularly in the context of the credit system, the utilitarian nature of most student participation in activities becomes more prominent, leading to the internal cohesion loss within the class. Each student harbors individual motives, making it difficult to unify students onto a common activity platform.

3.2. Strong personalities, weak group consciousness

Presently, university students are mainly from the post-'95 and post-'00 generations, with many being only children. They often have low psychological tolerance and dislike language that denies or questions them. Consequently, they are hesitant to participate in competitive or ranking-oriented group competitions. Due to the lack of collective awareness and team concepts, they fail to develop a sense of belonging to the class psychologically. The importance they attribute to class matters is insufficient, leading to potential conflicts and tensions with the class committee. The participation rate in class activities is generally low, with a tendency toward perfunctory behavior in the entire process of class activities.

3.3. Weak systems, difficulty in managing people and affairs

Class systems, as essential guiding documents for the daily behavioral norms of class students, carry inherent importance and significance. However, many classes do not emphasize the importance of these systems enough. Numerous activities lack guidance from systematic documents, with unclear reward and penalty regulations and inadequate supervision. Some students even make mistakes without facing punishment, leading to visible unfairness. This situation causes dissatisfaction and opposition among students, weakening the constraint ability of the system. Mutual concealment and

cover-up within small groups create hidden dangers, rendering the system ineffective in carrying out effective class and academic cultural construction and posing significant challenges to university class management.

3.4. Abundant temptations, weak self-discipline

In the current diverse cultural background and the rapid rise of the internet economy, the convenience it brings poses a potential threat to the worldview, values, and outlook on life of young people. Negative ideas such as violence, materialism, and hedonism inundate the university student population, influencing their normal academic and daily lives. Moreover, the complexity of information in the virtual world, driven by internet media, short videos, and online games, presents numerous temptations. Students generally exhibit a sense of novelty and a desire for exposure to stimulating elements, with many gradually developing "internet dependency syndrome," becoming indifferent, lonely, and self-isolated in their normal academic lives.

3.5. High pressure, weak self-regulation

University life is a period full of challenges and opportunities but also a time when psychological issues may arise. Excessive academic pressure, especially in subjects with relatively heavy workloads and increased difficulty, accumulates anxiety and fear. Interpersonal relationship issues become pronounced as students navigate a new social environment, facing pressure to establish new friendships and adapt to new social circles, occasionally leading to social anxiety. The uncertainty surrounding future threats, such as employment, career planning, and future life, leaves some students feeling lost and under significant stress. Balancing family expectations and academic pressure is challenging for some students, causing inner turmoil and psychological distress.

4. Strategies for University Class Management

4.1. Clarify the role of counselors

In the process of freshman education, it is essential to guide students in forming a correct understanding of the work of university counselors. Recognition of the counselor's role and responsibilities should be highly emphasized, acknowledging that counselors are not merely class advisors but play a crucial role in guiding students' thoughts and shaping their personalities. The emphasis should shift towards instilling ethical values and character development, aligning with the concept of "cultivating virtues and shaping individuals." At the beginning of the academic year, students need to recognize the importance and value of counselors' work, fostering a universal understanding and acceptance of the counselor's approach in subsequent activities.

4.2. Promote integrated class-union construction

Colleges and universities should innovate the team construction under the framework of "league branch leading thought and service, class committee executive management and supervision", clarify the setting and division of class committee, clarify the job responsibilities of the class committee members, the league branch is mainly responsible for the ideological education and ideological guidance of the league members, as the role of thought leader; the class committee is mainly responsible for the specific daily affairs of the class, as the role of the work executor. To promote the integration of class and league, colleges and universities should strengthen and improve the organizational structure, system construction and activity carrier of the league branch, steadily

promote the work of the class and league branch and class committee, improve the flexibility and integration of linkage, and gradually realize the development of "class and league integration".

4.3. Improve the organization and team construction of Class Committee

Effective management of student cadres contributes to establishing a stable organizational structure for the class, enhancing overall class management, and increasing class cohesion. Student cadres, by setting an example in academics, can better guide their peers to develop a positive and proactive learning attitude, fostering a good academic atmosphere. The comprehensive qualities of the Class Committee often determine the development status of a class. Class committees should view themselves as essential support for counselors in class management, actively participating in class management activities and serving as a bridge and link between counselors and students. Counselors need to focus on strengthening the training and education of student cadres, including the establishment of a democratic election mechanism, training programs to enhance their skills, effective communication mechanisms between student cadres, regular assessments, and incentives to motivate their proactiveness. Finally, the implementation of the class committee report. At the end of the semester, the teacher should arrange the class committee to summarize the class affairs, for the personal work has a complete analysis, clear personal advantages and need to improve, at the same time, the teacher should elaborate the plan and goals of the next semester, so that the students understand the work of the class committee, enhance the interaction between the class committee and the students.

4.4. Innovate and enrich organizational activity carriers

The school aims to innovate and enhance the cohesion and attractiveness of class branches through themed group activities. By using team-building to drive class development and reinforcing team-building through class development, the school aims to continuously innovate the content of class and group activities using the "team creation+" mindset. This will create a vibrant group branch, focusing on strengthening the connections between various group teams, enhancing mutual trust among student groups through competition, and emphasizing the cultivation of student collective and team consciousness. The school will carefully organize class study seminars, professional knowledge competitions, essay competitions, and other political theory learning methods, insisting on enriching activity carriers and combining themed group activities. This includes organizing group members to participate in activities such as learning from Lei Feng volunteer activities, creating a civilized and sanitary city, and showing love and warmth. Teachers can establish interest groups such as class book sharing, traditional culture, foreign language learning, and psychological analysis, guiding class students to join various interest groups to strengthen the collective emotional cognition of the class in group activities, further enhancing class cohesion. A good academic atmosphere is key to good class management and the fundamental to class construction. A good academic atmosphere will have a positive impact on students' learning psychology and promote the formation of a good class style. Mechanisms such as awards and recognition, prioritizing the selection of class cadres based on academic performance, should be implemented to make students deeply feel the importance of learning. This will create a sense of recognition for good academic performance within the class, stimulating students' internal motivation to learn. Attention should be paid to the cultivation of students' cadres' service consciousness and team ability. As members of the class, student cadres should actively serve their classmates, be good at listening to and accepting reasonable suggestions from classmates, maintain good communication with classmates, and help each other, forming a good class atmosphere.

4.5. Strengthen the implementation of class rules and regulations

Schools should attach importance to the creation and implementation of class management systems, and the role of a reasonable class management model in university class management cannot be ignored. The effective and effective implementation of class management system has suppressed students' bad behavior, transformed supervision from heteronomy to self-discipline, and cultivated good living habits. Class management affairs should be carried out in accordance with institutional regulations, such as student daily behavior norms, attendance rate in class, selection and management of class cadres, rewards and punishments, themed group days, dormitory hygiene, comprehensive evaluation, etc. And it fully explains based on the actual situation of the class, ensure the fairness and impartiality of the class system, ensure the orderly progress of activities, ensure that every student strictly abides by, and achieve good development of class construction.

4.6. Standardize daily ideological education and guidance

Schools should help college students establish socialist core values, so that they have a strong sense of responsibility and professional spirit, and consciously complete campus academic tasks. And we need to set an example for college students, learn to lead by example, let students resonate in their thinking, integrate knowledge and action, and learn purposefully. Schools can organize healthy and beneficial activities to achieve the goal of integrating education with entertainment. With the help of themed class meetings, lectures, and other activities, they can do a good job in daily ideological education, avoiding various risk behaviors such as information ambiguity, addiction to the internet, and pyramid schemes caused by mainstream ideological cognitive deviation. Schools can promote and educate socialist core values through "two micro" approaches, cultivate a correct value system for college students, guide student groups to self motivate, self analyze, and self grow, and maintain close teacher-student relationships. In addition, schools should do a good job in home school interaction. In some major theme education activities, parents can participate in them, thereby enhancing the infectivity and influence of publicity and education, and better helping students grow.

5. Conclusion

University class management should respond to circumstances, innovate with the times, and not only excel in daily class affairs but also emphasize the strengthening of ideological education and guidance for college students. It is crucial to consider the long-term strategic significance of education, cultivate diverse educational carriers, and build multiple framework educational platforms. Ultimately, this aims to contribute high-quality and outstanding individuals who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor, in order to fulfill the great rejuvenation of the Chinese dream.

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