

Constructing a New Model of College Student Work under the Condition of Complete Credit System

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ABSTRACT. The implementation of the complete credit system in colleges and universities has had a great impact on the traditional student management. The complete credit system pursues the individualized development of students, respects the individual differences of students and realizes the performance evaluation through self-selection of courses and credit accrual. The new mode of student work should not only realize comprehensive and scientific service and guidance to students, but also adapt to education and management under the complete credit system training program. It is an urgent problem for us to explore a new student management mode that adapts to the complete credit system. Actively exploring the new mode of student management under the complete credit system is conducive to the realization of the goal of talent training in colleges and universities. Based on the characteristics of the complete credit system, combined with the traditional college student work mode, this paper discusses the effective mode of college student work under the complete credit system.

KEYWORDS: Complete credit system, Work mode, Students

1. Introduction

The complete credit system, conducive to the realization of the goal of talent cultivation in colleges and universities, is the inevitable trend of college reform. Under the complete credit system, students of the same major and class can take different courses in different classrooms at the same time and students enrolled at the same time can graduate at different times [1]. With the deepening of the teaching reform in higher education, the drawbacks of the traditional credit system based on academic year system in the process of personnel training have been revealed. The implementation of credit system management has become the dominant trend of the current higher education reform. The complete credit system pursues the individualized development of students, respects the individual differences of students and realizes the performance evaluation through self-selection of courses and credit accrual [2]. Under the complete credit system, students choose courses according to their own interests and needs and students in the class are separated in space and time. This kind of change causes all departments in colleges and universities to face brand-new challenges and need to find new work modes quickly and accurately [3]. The implementation of the complete credit system has a greater impact on the traditional student management work and it is an urgent issue to explore a new student management work mode that is suitable for the complete credit system.

The complete credit system is a brand-new education management system compared with the traditional credit system based on academic year system in China [4]. Under the traditional student management system, students in a class usually attend classes according to the same schedule and participate in and organize various educational activities in their own class. With the advent of the popularization of higher education, the implementation of credit system in higher education has changed the social environment, talent standards and quality education requirements of colleges [8]. The new student management work mode should not only achieve comprehensive scientific service and guidance to students, but also adapt to education and management under the complete credit system training program, and at the same time, the student evaluation system will be more diversified [9]. The implementation of the complete credit system will overturn the traditional student management model with class as the main body. How can college students work actively to adapt to this new teaching mode and student organization form to serve teaching reform? It is worthy of our in-depth research and discussion. This paper, focusing on the characteristics of the complete credit system and combining with the traditional university student work model, expounds the impact of the complete credit system on the development of college student work and discusses the effective model of college student work under the complete credit system.

2. The Meaning and Main Characteristics of Complete Credit System

2.1 The Meaning of Complete Credit System

The complete credit system is a teaching management system in which credits are taken as a unit to calculate students' learning amount, credit is taken as a measure of their academic achievement, and minimum necessary credits are taken as graduation criteria. Most colleges and universities in China implement a teaching management system in which the academic year system and the credit system are in parallel, that is, students' learning amount is calculated by credits, but the teaching plan arranges fixed courses and credits according to the academic year, and students only select courses within a very small range of courses. Most of these courses are optional courses, and professional compulsory courses can only be carried out according to a fixed teaching plan, with no choice. The complete credit system is a flexible academic system. It does not strictly limit the number of years of study. It allows students to graduate earlier or later due to differences in intelligence, economy and life planning. It overcomes the disadvantage of the academic year system that studies at the same pace and is conducive to the implementation of individualized teaching [10]. Within the limited time of student status, students can choose the courses of interest and the corresponding teachers. The complete credit system is totally different from the traditional credit system based on the academic year. Under the complete credit system, the teaching management pattern of the original academic year system has been broken, and students' main position has been respected, and students' individual differences and individual development have been fully considered.

2.2 Main Features of Complete Credit System

In essence, the complete credit system is a flexible teaching management system that respects students' individual differences and has unique advantages in focusing on cultivating students' innovative spirit and entrepreneurial ability. Under the complete credit system, students can choose their own courses according to their own interests and hobbies, which endows students with the right to study independently and can promote their personalized development. Under the complete credit system, students can independently choose and arrange learning courses and make development plans under the guidance of their tutors. The potential of students is stimulated and their interest and initiative in learning are greatly improved. The complete credit system breaks the boundaries of major and provides convenience for students to learn new knowledge of other subjects and majors. The complete credit system has become more flexible in the aspects of student status management system and academic planning, so that students can make learning plans according to their own interests and choose learning contents and learning methods. Under the condition of complete credit system, students have the right to choose teachers. For courses with old teaching methods, old teaching contents and poor teaching quality, students can not choose. This forces the teachers to improve the teaching level, improve the teaching methods, enrich the content and update their knowledge structure, so as to improve the teaching quality.

3. The Influence of Complete Credit System on Students' Work Mode

The implementation of the complete credit system breaks the traditional restrictions of attending classes according to department, class, unified curriculum and length of schooling. It is a student-centered educational management mode. Under the complete credit system, students will implement personalized course selection according to their personal situation and time arrangement. After the implementation of the full credit system, students will not be divided into classes and grades, but will only be taught according to the teaching classes, thus enhancing the discreteness and mobility of students. Under the condition of complete credit system, the diversity of courses students choose makes them scatter to attend classes at different times and places, and it is difficult to find a suitable time to hold a centralized meeting to convey information. Even if it can hold a centralized meeting, it is difficult to meet the actual effect of teaching management information and the needs of various information transmission. The grass-roots Party and League organizations of students are closely connected with administrative classes. The weakening of the organizational function of administrative classes under complete credit system makes it significantly more difficult to carry out Party and League activities [11]. When students choose courses, they should explain the professional talent training plan, the connection between the previous and subsequent courses, professional performance requirements, industry development status and other information to students in advance, and give guidance to students' learning difficulties and stage confusion. Under the mode of complete credit system, students can choose majors, courses and years of study independently, and the traditional concepts of grade and class will no longer exist.

Under the current management system, students should be comprehensively evaluated at the end of each academic year or semester. Generally, the evaluation results of students are ranked by administrative classes, which is an important reference for the evaluation of students' party, awards and scholarships and honorary titles. The monitor and other student cadres become the person responsible for feedback of student information to the counselor. Meanwhile, the counselor understands the main situation of the students in the class through the class student cadres, so as to achieve the purpose of upload and release. The traditional college student management workers unconsciously regard students as the object of management, which weakens the status of students as the main body and greatly affects the

effect of management. To carry out the complete credit system, it is necessary to construct a new student management mode. No matter the concept of student management, or the working mode and method of students should be updated and the course selection system should be implemented, each student has his own schedule which is different from others, and most of the students in the class do not attend classes together. There are several centers under the student work department, including students' Ideological and moral education center, which is mainly responsible for students' moral education and moral education, building a good campus cultural atmosphere and learning atmosphere, student affairs center, and managing students' status.

4. Conclusion

The era of knowledge economy needs personalized and innovative talents, and the complete credit system provides free development space for innovative talents. College student management is a systematic project and plays a vital role in the reform and implementation of the complete credit system. The complete credit system has realized the change of teaching organization form and can better meet the needs of students' personality development and talent cultivation. The management of students should also take this opportunity to respect the law of talent cultivation and education development, and actively explore a scientific management mode suitable for students' growth and personality development. The complete credit system can improve learning efficiency, mobilize students' learning autonomy, and fully embody the concept of teaching students according to their aptitude, which is conducive to the reform of teaching content, curriculum system and teaching methods, and to the improvement of teaching quality. The complete credit system puts forward a new requirement for the management of college students, that is, the management workers of college students should actively respond to the challenges, establish a new concept of keeping pace with the times, and open up new ideas. The implementation of the complete credit system poses a severe challenge to the management of college students. We should strengthen the research on the management of the students of the complete credit system, and build a new model of the management of students to adapt to it.

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