

Theory and Practical Application of Educational Management

Bojia Chen^{1,2}

¹Shenyang Institute of Engineering, China

²Philippine Christian University Center for Internatoinal Education, The Philippines

Abstract

Educational management has been highly concerned by professionals because of its importance in the educational system. Through a detailed analysis of the problems existing in the actual development of educational management in China, this paper clearly understands the causes of relevant problems, so as to take diversified and effective measures to properly solve relevant problems. On this basis, this paper systematically analyzes the specific educational objectives that educational management should achieve, and formulates the corresponding teaching methods, so as to lay a solid foundation for the further improvement of the teaching level of educational management in our country.

Keywords

Educational Management; Teaching Practice; Problems; Countermeasure.

1. Introduction

Educational management is mainly a discipline that studies the process and law of educational management. Through the continuous optimization of the process of teaching management and the full grasp of the law of educational management, the overall teaching quality of educational management can be further improved. However, according to the detailed analysis of the current situation of the development of educational management in China, we can know that due to the problems of teachers' lectures and students' difficult understanding in the actual teaching process, the teaching effect has always been unable to reach a satisfactory level. In the final analysis, it is mainly because there is no clear teaching goal before implementing various teaching measures. The main teaching objectives of educational management should focus on imparting basic theoretical knowledge to students, ensuring that students have a general understanding of the contents of educational management activities, and imparting students with the basic skills of engaging in educational management. Starting from the theoretical level, guide students to comprehensively explain and deeply analyze the specific contents of educational management activities. Only by ensuring that the teaching objectives of educational management are clear, so that teachers can accurately locate specific teaching tasks, so as to choose teaching methods with high scientificity and rationality, and interpret and interpret the teaching contents in detail, can the problems existing in the teaching of educational management be effectively solved[1-2].

2. In Education Management Teaching

2.1. Lack of High Attention to Educational Management

Usually, the curriculum content of educational management will be divided into two parts: school management and educational administration. From the perspective of school teaching activities and educational macro planning organization, the teaching goal of educational management mainly teaches students how to effectively deal with the relationship between social environment, educational management and internal affairs of education from the

perspective of educational problems, so as to further improve the quality and efficiency of education, so as to cultivate a large number of high-quality compound talents for the society. In other words, education management teaching can make sufficient preparations for future education work. Therefore, it should be unanimously recognized by colleges and students. However, according to practical investigation and research, it is found that most colleges and students have an extremely despised attitude towards education management.

2.2. The Teaching Content is Lack of Difference and Divorced from Reality

In the process of teaching educational management, some teachers seriously ignore the differences of teaching objects, and do not fully combine their own characteristics to improve teaching skills. As a result, the teaching content is a complex listed by the relevant concepts and cases of educational management, which not only lacks the teaching practice perception with high intuition and vivid characteristics. Moreover, it is unable to give full play to the students' unique theoretical opinions, which is less intuitive and practical, and less systematic and logical. As a result, students think that teachers lack their own views on specific problems and will only take the way of reading from the book and always stay at the level of theoretical explanation, resulting in a boring classroom atmosphere. At the same time, there is a serious disconnect between the content involved in the teaching process of educational management and the existing research theory, resulting in the lack of effective connection between theoretical knowledge and practical content. It is not only difficult to fully present the hot research and main achievements in relevant fields in front of students, but also unable to ensure that students can use relevant theories to analyze practical problems[3-4].

3. Effective Measures to Solve the Teaching Problems of Educational Management

3.1. Flexible Use of Case Teaching Method

For the case teaching method, it mainly refers to the effective use of practical cases in the field of education, the elaboration and illustration of specific educational theories, so as to effectively improve students' ability to analyze and solve problems, and enable students to establish correct ideas in this process, so as to improve students' theoretical application ability and comprehensively build the professional ability and professional quality of future education managers. Through the use of case teaching, it can provide students with an opportunity to contact a large number of educational examples in a short time in a virtual environment. So that the problem of students' lack of rich experience in educational practice can be effectively solved, starting from the root, so as to avoid students falling into boring definitions, principles and rules from the initial stage of contacting the relevant knowledge content of educational management, and ensure that students' learning motivation and learning ability of educational management theory can be effectively improved[5-6].

In the process of using the case teaching method, we need to pay high attention to the following aspects: first, teachers must ensure that the selected case content is carefully compiled. Only by improving the rationality and scientificity of the case, can the role and value of the case teaching method be brought into full play in the specific teaching. Second, teachers should formulate specific discussion requirements in advance, and make preparations in advance in combination with the discussion process, mainly including teachers' own understanding and cognition of the case content, specific analysis of the case content, specific questions for case discussion and corresponding answers. Third, teachers should take practical measures to fully stimulate students' enthusiasm to participate in case teaching, so that students can correctly understand the case, accurately lock the essence of the case, and timely summarize and summarize the knowledge obtained in case discussion under the active guidance of teachers[7-8].

3.2. Flexible Application of Practical Teaching

The teaching mode of "learning and doing in one" is an educational method of "learning while doing". It is a top-down educational revolution and has a far-reaching impact on the reform and development of China's educational circles. In the process of teaching educational management in Colleges and universities, we should combine the actual situation to ensure the effective implementation of the teaching method of "learning and doing in one". The teaching mode of "learning and doing in one" can enable students to actively participate in the practical activities related to educational management and learn the theoretical knowledge of the curriculum at any time. It is a new educational mode highly consistent with the laws of modern education and the cognitive characteristics of college students. When students encounter difficulties in the practice of educational management, they will take the initiative to consult relevant books and materials, and discuss and analyze the highly mature theoretical viewpoints, methods and measures, so as to properly solve the difficulties and problems they encounter. At present, the educational view of "understanding what students have learned first and what students have mastered" has been widely popularized in most colleges and universities in China, that is, in the process of carrying out educational management teaching activities, we should first cultivate students' comprehensive ability through practical activities, and then comprehensively deepen students' ability to master theoretical knowledge.

Compared with other professional courses, one of the main characteristics of educational management course is that it can provide students with a large number of experimental teaching opportunities. For example, some colleges and universities have begun to revise the professional training plan in order to effectively alleviate the employment pressure of students and ensure that students have the ability to meet the requirements of all walks of life for college graduates. In this context, teachers can actively encourage students to participate in the revision of talent training plan and mobilize students to take the initiative to conduct practical research in employers. Regularly invite alumni who have graduated to return to the campus to hold symposiums, with the theme of promoting national economic development, improving the employment rate of college graduates and meeting the needs of talent development, comprehensively discuss the problems existing in the existing training plan, and formulate high-priced and targeted modification plans. After students put forward and formulate training plans, teachers should also explain the relevant contents of education courses in educational management to students in detail. This can not only strengthen students' in-depth understanding and memory of the theoretical knowledge of educational management, but also continuously optimize and improve the previously formulated talent training plan based on relevant theories.

3.3. Flexible Use of Intensive Discussion

For the intensive discussion method, it mainly refers to that in the teaching process of educational management, teachers first explain the relevant theories and methods of management to students in detail, and then set corresponding discussion questions in combination with students' actual learning situation and specific teaching content, so as to guide students to think continuously in the process of answering questions, develop students' thinking, and encourage students to debate actively. Usually, the teaching process of intensive discussion method is mainly divided into two parts: first, teachers explain the classical theories involved in this chapter to students in detail and fully display the existing research results. Secondly, set up discussion problems in combination with the actual situation, give students sufficient thinking time, require students to put forward their own views according to the problems, and use theoretical knowledge to provide support for their own views.

Due to the long-term influence of the traditional exam oriented education and teaching mode, some teachers still use the traditional "full house" way to teach students relevant knowledge

and skills in the process of classroom teaching. Such a teaching method not only leads to the unsatisfactory teaching effect, but also makes it difficult to achieve the goal of establishing a good relationship between teachers and students. The intensive lecture and discussion method can completely change the mode of the chamber struggle between teachers' teaching and students' discussion in the traditional teaching process, ensure the effective integration of the two, and promote the comprehensive transformation from "teachers as the main body" to "students as the main body and teachers as the leading" Teaching mode. At the same time, in the process of intensive discussion on the relevant knowledge content of teaching management, through mutual debate between students and teachers, students and teachers can not only deeply explore the relevant knowledge points and improve students' understanding and mastery of knowledge content, but also shorten the distance between teachers and students and ensure that "teaching is complementary and teachers and students complement each other".

4. Conclusion

In order to ensure that the educational goal of educational management to improve students' cognitive level, expand students' vision and strengthen students' practical ability can be effectively realized. We can innovate and reform the traditional teaching methods from the aspects of case teaching method, practical teaching method and frequent discussion teaching method, so as to ensure that teachers' knowledge structure is more scientific, their working attitude is more positive, their sense of teaching responsibility is stronger and their teaching ability is further improved. Thus, in the process of continuous self-improvement, teachers can not only master solid theoretical knowledge, but also have rich teaching experience and practical experience. On this basis, guide students to fully integrate theoretical knowledge and practical skills. Therefore, teachers should strengthen the correct cognition and attach great importance to various strategies that can effectively solve the teaching problems of educational management, ensure that teaching activities are always in a highly active state, and contribute to further improving teaching quality and teaching level.

References

- [1] Zhang Juan Research and development of higher education management practice from the perspective of system theory -- on Educational Management: concept and Practice (Fifth Edition) [J] Chinese Journal of education, 2020 (12): 1.
- [2] Liu Kangning Reflections on the educational management of rural college students in the new era - a comment on the new edition of educational management [J] Journal of tropical crops, 2020, v.41 (09): 236-236.
- [3] Yin Xin Exploration and Reflection on the informatization construction of university education management under the background of big data -- Comment on Education Management: theory, research and Practice (7th Edition) [J] Chinese Journal of education, 2021 (11): 1.
- [4] Gao Xianping Innovation of Vocational Education Management under the background of knowledge production mode transformation -- a comment on modern education management [J] Research on science and technology management, 2020,40 (14): 1.
- [5] Cai wenfen Construction and practice of educational management system based on System Theory -- Comment on Educational Management: concept and Practice (Fifth Edition) [J] Chinese Journal of education, 2020 (9): 1.
- [6] Wang contributed Research on the development trend of higher vocational education quality management model -- Comment on modern education management [J] Forest products industry, 2020, v.57; No.336(04):123-123.

- [7] Gao Lifang Innovation and Research on medical education management in Colleges and Universities Based on big data -- Comment on practical higher medical education management [J] Forest products industry, 2020, v.57; No.335(03):120-120.
- [8] Li Hongyun, Li Jiongran, Wang Jiongran Practice and suggestions on the training of "traditional Chinese medicine + management" compound talents -- Taking the double degree of management minor of Beijing University of traditional Chinese medicine as an example [J] Medical education research and practice, 2020,28 (5): 4.