Research on the Humanization of Teaching Management in Normal University

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Abstract: *There are many problems in the humanized teaching management of normal universities. For example, students do not actively participate in the management and planning of their own university and career, teachers pay too much attention to traditional authority and have a sense of distance from students, the bureaucracy of the management department is serious, and management thinking is backward. The management process does not reflect the humanistic feelings, the teaching plans and teaching evaluation methods formulated by the school remain unchanged, the school's teaching resources are unevenly distributed, and the campus culture construction lacks the humanistic spirit. In response to these current conditions, the author puts forward relevant suggestions from four aspects: students, teachers, schools, and management personnel. I hope that as a member of the school and participants in the construction of humanized teaching management, they can actively perform their own responsibilities and clarify their own positioning. In the end, it is hoped that the school's teaching management can be people-oriented and enhance the school's cohesion and centripetal force.*

Keywords: Normal University, Humanization, Humanized management, Teaching management.

1. Introduction

With the development of society and the continuous growth of GDP, the management concepts of all walks of life are constantly changing from things-oriented and material-oriented to people-oriented, emphasizing humanized management in management methods and methods. Teaching management is an important part of education management, and it is very important to the cultivation of talents. School education needs humanized teaching management. As a training base for future teachers, we need to pay more attention to teachers and students in teaching management. Teachers and students establish a new type of democratic and equal relationship, strengthen the construction of campus cultural environment, and give full play to the management and education of campus culture. Human function.

2. Problems in the Humanization of Teaching Management in Normal Universities

2.1 Students Lack the Initiative to Understand Teaching Management

As the main object of teaching management, students should take the initiative to understand their own learning tasks. Many students do not understand the teaching plan formulated by the school, and do not pay attention to their own training plan, so later they find that the school's learning arrangements are not applicable. Interfere with the normal operation of the management department while working on their own. Facing the notice issued by the teaching management department, the students were reluctant to read it, and the task was too perfunctory. When a problem occurred, the responsibility was shifted to the management staff, believing that their communication was not in place, causing the students to miss the information, which was also the cause. One of the reasons why the teaching management department cannot give

students timely and effective feedback. In fact, the school provides students with sufficient resources to a certain extent for students to carry out normal learning and practice, but the students seem to have not carefully grasped these teaching resources, resulting in a waste of teaching resources and the students who really need them are not satisfied. , Because the corresponding learning tasks were not completed, the final learning assessment was unsatisfactory, but this was regarded as an excuse that the assessment was not comprehensive enough to promote overall development and personality development. Therefore, the lack of humanization of teaching management in normal universities is related to the lack of initiative of students themselves.

2.2 Authoritative Teachers Restrict the Construction of Humanity in Teaching Management

In contemporary times, we advocate democratic teachers, and students prefer a democratic and equal teacher-student relationship. However, some teachers have become accustomed to authoritative teaching and have not changed their own teaching management ideas. This also leads to a disharmonious teacher-student relationship. One of the reasons. At the same time, there is also a phenomenon that the teachers themselves are still in administrative positions while taking up the teaching work. This may apply some of the bad habits of the administrators to the classroom. The shadow of the manager and the upper person on the teacher makes the students feel that there is a relationship between teachers and students. There is a sense of distance, and communication between teachers and students is greatly reduced. Creating a democratic and relaxed classroom environment is of great help in reducing the sense of distance between teachers and students and is conducive to the construction of humanized classroom management. Therefore, the transformation from an authoritative teacher to a democratic teacher is very important for the construction of humanized teaching management.

2.3 The Rigid Content of Teaching Plan and Teaching Quality Assessment Limits Students' Need for Differentiation

As a base for cultivating teachers, a normal university should have a clear goal and content that keeps pace with the times, so that the quality of graduates can keep up with the times. But now normal universities have used them for a long time after they have formulated their teaching plans, so there are many drawbacks in teaching management. Although the school's teaching management system is largely unchanged, the training program as a specific goal should keep pace with the times. Because of the immutability of the training program, the method of evaluating students is also immutable. The backward evaluation method cannot satisfy the students' overall development and the free development of their personality. This is not the talent we need.

2.4 The Bureaucracy and Low-efficiency Management of the Management Department Weaken the Humanistic Care of the Students

School administrators should act as service providers and exist for the development of the school and to meet the needs of students and teachers. However, after staying in a management position for a long time, it is inevitable that the feeling of a superior will appear and the bureaucratic phenomenon will become more and more serious. One is the inability to communicate effectively with teachers and students, and the teaching management links cannot be closely connected at all levels, and the notification is not in place, and it is difficult for teachers and students to complete the requirements on time and effectively. The needs of students and the humanistic feelings are not reflected. The management itself is very flexible. The injection of humanization will make management more flexible, but the rigid system and rigid management ideas restrict the development of humanized management; the third is the feedback of teaching management. It is not effective and timely enough. When the internal needs of management personnel are solved, attention should be paid to addressing the needs of teachers and students, so that teachers and students can think that the school has taken them into consideration and listen carefully to the opinions of teachers and students. The centripetal force is strengthened.

2.5 The School's Campus Culture Construction and the Use of Teaching Resources Lack Humane Care

A democratic, equal, and humane campus culture environment is undoubtedly beneficial to the development of teachers and students, but now the campus culture of the Normal University is full of impetuous, interest-oriented, and unequal phenomena. The campus lacking humanistic spirit undoubtedly destroys the beauty and purity of the ivory tower in people's minds. Uneven distribution of resources is also a manifestation of lack of humanity. Teaching resources provide a foundation for the school to carry out teaching work and the continuous development of students. However, if

sufficient teaching resources are not evenly distributed, it will also hinder the development of the school and the students. In order to train qualified prospective teachers, normal universities should provide normal students with more opportunities for teaching practice. However, insufficient resources and uneven distribution have caused some students to not be satisfied in improving their skills.

3. Countermeasures and Suggestions for the Humanization of Teaching Management in Normal Universities

3.1 Students should Improve their Sense of Ownership and Actively Plan their Studies and Careers

As teacher students, especially those who intend to enter the teaching profession in the future, we should actively plan our own studies and careers and contribute to the country's education. A person with innovative spirit and innovative ability will never be eliminated by society, and our teacher students need innovative consciousness and innovative ability. This is not only to prepare for survival in society, but also to benefit more "flowers of the motherland" in the future. Prepare. As a normal student, we must not only lay a solid foundation of theoretical knowledge, but also in-depth practical exploration. Full theoretical knowledge is not enough. Only with more training can we create an excellent teacher of the people. And when we take up the posts of teachers or managers, we must not forget to be people-oriented, and we must not lose the theoretical knowledge of humanized management. At the same time, we must constantly update our ideas and keep pace with the times.

3.2 Teachers should Change their Teaching Ideas and Create a Democratic and Equal Teacher-student Relationship

As teachers and classroom managers, we must change our thinking from a traditional authoritative teacher to a democratic teacher. Teachers not only play the role of teaching and educating people, but also the role of friends and listeners. In the classroom, teachers should be student-centered, and the implementation of humanized classroom management will help create a democratic and relaxed classroom environment, and such a classroom environment can not only draw the distance between teachers and students, but also make students more active. Actively participate in the classroom to promote the development of students. Teachers must constantly update their knowledge and keep pace with the times. Because students are constantly evolving individuals, we must be prepared to meet challenges, actively participate in education and teaching training, enrich our theoretical knowledge, and constantly improve our practical skills. The new democratic and equal teacher-student relationship is conducive to the construction and implementation of the humanization of teaching management in normal universities.

3.3 School Administrators Should Integrate People-oriented Thinking into Their Work

If managers want to implement humanized management, they must first change their own management thinking and clarify their role as a servicer rather than a commander. Staying in a management position for a long time will inevitably lead to the idea of a superior. At this time, managers need to go deep into the front line of teaching, understand the needs of teachers and students, put people as the center, and meet the reasonable requirements of teachers and students as much as possible. Actively listen to the doubts of teachers and students, communicate with teachers and students in a timely and effective manner. Notices and documents must be uploaded and issued to build a bridge for communication between the school and teachers and students, which is conducive to enhancing the cohesion of the school and the centripetal force of teachers and students. Managers should constantly update their own management concepts and formulate teaching plans that keep pace with the times according to changes in the social environment and the development of students' personality, so that they can train talents more reasonably. Actively improve the bureaucratic phenomenon in the management department, improve management efficiency, and require managers to be people-oriented, and to devote more humanistic care in the process of exercising their powers. The school's evaluation of students should also take into account the comprehensive and free development of students' personality. The administrator should comprehensively consider the quality of students in a variety of ways and give students effective feedback in time.

3.4 The Construction of School Campus Culture Should Infuse Humanistic Spirit

As a training base for normal students, a normal university should clarify its role and position and develop its own school characteristics. A good campus culture can play a good role in cultivating education in the environment. Normal universities should train students who are caring, responsible, and innovative. This requires the construction of campus culture to add humanistic feelings and use spiritual power to inspire students. Actively develop yourself, unite classmates and teachers, enhance the cohesion of the school, and build a normal university with unique characteristics and full of humanity. The unreasonable allocation of school teaching resources is also a manifestation of the lack of humanization. Since normal universities want to train qualified future teachers, they need to provide students with more opportunities for scientific research and practice. However, the current situation is that theory and practice are out of touch, one of the reasons. The reason lies in the uneven distribution of teaching practice resources in schools. While resources are wasted, many students do not have enough practice opportunities, and teaching practice skills have not been improved. Therefore, we must reasonably allocate teaching resources according to reasonable teaching plans and training programs and make the most effective use of resources as much as possible, so that every student can have the

opportunity to participate in professional and practical activities.

4. Summary

The construction of the humanization of teaching management in normal universities is inseparable from every manager, teacher and student of the normal university, and it is also inseparable from the support of the country, society and family. Therefore, we need to work together to create a teaching management full of humanity in normal university.

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