Analyses of the College Students' Ideological Education and Management Based on the Major in China

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Students' ideological education and management is one of the important responsibilities of university student supervisors in China. This work should be based on the students' major. Finding students' interests, strengthening the communication with students from different channels, carrying out various forms of campus culture activities, and using face-to-face learning platform to give students professional guidance etc. are the effective ways to do students work.

Keywords: college students, ideological education and management, based on the major

Introduction

How to base on the students' major to make students' ideological education and management well is one of the research topics which Chinese student supervisors are still working on. Students' theoretical knowledge of their technical theories as well as their ideological and political education should be improved paralleled. It, on the one hand, requires ideological and political supervisors to have some knowledge about students' majors. On the other hand, requires them to find out what students want and need, actively guiding students to improve theoretical knowledge of professional skills by effective methods and combining ideological and political education into this process.

Finding Students' Interests Is the Key Factor to Do the Ideological and Political Work Well

Finding students' interests is the key factor to do the ideological and political work well which should also be on the basis of major. No matter which major the student is in, ideological and political supervisors need to know their specialties and interests through communication, especially those related to their major. Take the students of physical education major as an example, some of them are good at professional skills, others learn professional theories well. Supervisors need to be acute observers in their work, so as to fully discover the potentials of the students.

The process of finding students' interests can be carried out through different channels or ways. First, when freshmen enter the university, supervisors will generally be given a list of each student's major and they can have a general idea about the situations of students' majors. To get further information, supervisors can hold a class meeting or send down schedules of surveys to let students fill in by themselves with their interested majors and specialties besides their own major.

Setting up a class committee or a student representative committee is also one of the important ways of understanding students better. Generally, after studying and collecting information for a period of time, supervisors will select a class committee and student representatives among common students by a democratic election. A class committee is a great assistant of supervisors to do everyday class management work well. Student representatives are common students who are prestigious, honest and always insisting on fair and democratic principles. Generally, a student representative committee is composed of five to six students who are selected in a class. These students are not members of the class committee, but they have participation rights in outstanding student selections and other major affairs of the class. They belong to a student representative group which is dependent of the class committee. Due to the fact that students' interests are always changing with time and the accumulation of knowledge, with the help of the student committee and student representatives, supervisors can know more about students indirectly from the student committee and student representatives.

Keeping a good record is another key factor after finding students' interests. After having a general idea of students, supervisors should record all the hobbies and interests of every student. As soon as the freshmen enter the university, supervisors can make use of the freshman name list and change it into a special logbook containing all the interests and hobbies of each student. Through communication, supervisors can record each student's hobbies and interests, strong points, characteristics of personality, and other aspects on the name list and make it an interest logbook for works in the future.

Strengthening the Communication With Students From Different Channels to Know the Change of Students in Time Is an Important Link in Ideological and Political Work

The direct communication between supervisors and students is an important link to further confirm and know the change of students' interests as well as a good way to strengthen emotional exchanges between supervisors and students. Through communication, supervisors can know some basic information about students, such as their family backgrounds, traits of character, and attitudes about their university life. Moreover, they can get further information about students' acquisition planning during their university time, major specialties, changes of interests, etc.. With all the information, it is more convenient for supervisors to do specific guidance in the future, teaching students in accordance of their aptitudes.

There are many ways of direct communication between supervisors and students which are not limited by time, place, form, etc.. Supervisors can systematically divide the whole class into several groups, talking to students in their spare time. This way is the most direct and the most common way in getting firsthand information of students. But with strong purposes, it may cause students not to be willing to tell supervisors about their real thoughts in their heart. What supervisors get are merely some basic information which have already been acquired by student databases, the class committee, and student representatives.

Supervisors can know conditions of students in other ways. Occasional meetings in the campus are all good opportunities of communication with students, no matter occurring on the road, in the canteen, in the natatorium, on the playground, or in the library. Because of the contingency of opportunity and the uncertainty of location, such meetings can improve the sense of trust and the feeling of dependency of students towards supervisors, so that supervisors can get more information about students in those seemingly casual talks.

Organizing various class activities is also a good way for supervisors to make communication with students. When freshmen first enter the university, supervisors can organize an icebreaking game to make

students have a quick understanding about each other and become a part of this big class family as soon as possible. Supervisors can also organize students to have a spring outing or an autumn outing every year in the weekend or encourage student party members to take part in Red Tours (tours organized to understand the Long March spirits) in the class of situation and policy. During these activities, supervisors can intentionally communicate with some students who are not known much about. Under the relaxing and joyful circumstance, students are more easily to communicate with supervisors about their true thoughts. Through communication in various ways, supervisors can know changes of learning, mentality, hobbies, and interests of each student in time.

Bringing Forward New Ideas About Student Works and Carrying out Various Types of Campus Culture Activities Are Effective Ways to Do Ideological and Political Work

After understanding the situations of students' learning, major, interests, and hobbies, supervisors can bring forward new ideas about student works according to the information they have gathered and improve the major development of students, as well as stimulate the learning initiative of students by organizing various types of learning activities. During this process, supervisors should do the ideological and political work well.

Organizing different contests or setting up learning groups are effective ways to guide students to take part in activities actively. First, according to the fact that students have a strong innovative ability and a thirst for knowledge, it is conducive to select innovative talents by holding contests like an originality contest, a Power Point (PPT) making contest or a composition contest, taking the class as a unit every term, to completely arouse the consciousness of innovation among students. To arouse the innovative potentiality of students in the most effective way, those contests are not limited by majors or types. All the creative works in the fields of life, scientific research, entrepreneurial projects, etc. are welcomed. They can be ideas, concrete products, or research papers. In the form of holding contests, the learning motivation of students and the initiative of taking part in group activities are aroused completely. It also provides a platform for thinking students and talented students to bring their talents into play.

Second, setting up a specialized talent school at the school student work level is an effective way to gather talents in various aspects and carry out an elite education. A talent school is set up for cultivating the capacity for scientific research of undergraduates as its basic purpose. Those applying to enter the talent school are required to make improvements, have a good quality, have outstanding capabilities and professional skills, or make great performances in a certain aspect like winning an award in creative contests or above school-level competitions (including school-level competitions), actively participating in social works and voluntary works, actively doing scientific researches, getting a city-level or a national-level patent in writing, publishing works, etc.. Those who meet one of the above requirements can be given priorities. The talent school organizes an activity every term in forms of lectures on special topics, training, outdoor investigations and exchanges, academic saloons, taking a temporary post, cooperating in research projects, etc. to develop the capabilities of independent thinking, innovative practices, and self-management of students.

The new forms of work mentioned above all make use of students' spare time. With these new forms of work, supervisors can not only make full use of students' learning intervals, but also arouse students' learning initiative in various ways including contests, group discussions, group learning, academic saloons, etc.. During this process, on the one hand, supervisors can make effective use of the personal information of each student

they have collected. On the other hand, it is more convenient for supervisors to do ideological and political education and daily management well in the process of supervising students' learning.

Using Face-to-Face Learning Platforms to Give Students Professional Guidance Is an Effective Support for the Ideological and Political Work

Making full use of face-to-face learning platforms, especially various inside school face-to-face learning platforms and give students professional guidance are effective ways to do student work well. Take the students of physical education major as an example, for those make great performance in major, supervisors can actively encourage them to organize or participate in inside and outside school sports competitions to put their major specialties into play. In the meantime, supervisors can provide them with information about couches, test items, and pre-test trainings for their earning various licenses of judges and lifeguard certificates. For those student who do not do well in their major, but are good at scientific research, supervisors should encourage them to join in various inside and outside school scientific research platforms provided for students, including the University Student Scientific Shop Research Project, the DaXia Academic Foundation Project, the Normal University Student Study and Research Project, and many other scientific research projects. In these ways, supervisors can combine daily ideological and political education and student management into professional guidance.

For further providing correct guidance about students' majors, after students submit scientific research project applications, supervisors can use the form of undergraduate thesis proposal presentation as a reference to organize a seminar for scientific research project approval and initiative at a school level or a class level. Generally, five to 10 academics will be invited in this seminar to provide training and guidance for students who apply for projects to increase the possibility of approval. During this whole process, students can receive guidance from not only their own advisers, but also many other teachers. With good suggestions and hints, students can begin the next step of scientific research much easier. For supervisors' participating in every link of this whole process, it goes without saying that the ideological and political work is naturally combined into students' major learning and improvement.

Tutors for undergraduates are important supplement power to do students' ideological and political work well. Nowadays, many universities in China carry out an undergraduate tutorial system which means one teacher can guide several students and provide guidance for them in aspects of learning, living, thinking, etc.. As tutors for undergraduates, some of them encourage students to take part in various professional competitions, organize scientific research teams and apply for scientific research projects as soon as students enter the university. During this process, tutors for undergraduates not only bring their major guidance function into full play, but also make great contribution to students' daily ideological and political education and management. The undergraduate tutorial system becomes an important supplement in doing university ideological and political work.

Conclusion

In a word, university student supervisors show their boldness in innovation and breakthroughs of ideological and political work on the basis of major in the whole process from finding students' interests, using various ways to communicate with students, bringing forward new ideas about student works according to the practical situation of each student, to inviting and cooperating with professional academics to provide major

guidance for students. It breaks through traditional forms of supervisors' daily ideological and political work. It changes the education limited by the school course of situation and politics, the supervision on students' trivial daily life details and changes of thoughts, and the management of student daily administrative affairs into practices of solving problems of improving students' major knowledge learning and combining ideological and political work which students resist to take into the guidance process of major learning. It can be known as an exploration of the students' ideological and political work.

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