

Enhancing College English Education Management: Integrating Technology and Pedagogy for Effective Learning

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ABSTRACT

This paper investigates the role of technology in optimizing college English education management systems. By examining the integration of digital tools and pedagogical strategies, it explores how institutions can enhance learning outcomes and streamline administrative processes. Through case studies and theoretical frameworks, the paper proposes innovative approaches to leverage technology for efficient and learner-centered English education management.

1. Introduction

With the acceleration of globalization and the rapid development of information technology, college English education is facing increasing challenges, including the need for innovative teaching methods and the accommodation of students' diverse learning needs. Traditional teaching methods and management models have proven inadequate in addressing these changes. The widespread application of modern technology has brought new opportunities to the field of education, allowing for continuous innovation and optimization of teaching content, learning approaches, and management processes. Therefore, exploring the application of technology in college English education management, as well as the effective integration of technology and pedagogy, holds significant practical and theoretical value. This paper aims to analyze the current state

and challenges of college English education and propose strategies that incorporate modern technology, providing insights for improving the quality of college English teaching and management efficiency.

2. Current Situation and Challenges in College English Education Management

2.1 Limitations of Traditional Teaching Methods

Traditional teaching methods in college English education are primarily teacher-centered, often relying on fixed textbooks and uniform teaching approaches, which have significant limitations. These methods emphasize knowledge transmission while neglecting the application of skills, resulting in a classroom environment dominated by teacher lectures and passive student reception (Sun, 2024). This limits the development of students' auto-

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mous learning abilities and practical language skills. English teaching often focuses on the systematic explanation of grammar and vocabulary, overlooking the cultivation of listening and speaking abilities. This issue is particularly evident in large classes, where students have very limited opportunities for speaking practice, significantly reducing the chance for language output. Consequently, students struggle to use English fluently in real-life communication.

Traditional teaching methods also fail to effectively accommodate individual differences among students. In a classroom with a heterogeneous learning group, students have varying levels of English proficiency, learning goals, and learning abilities. The uniform course design and teaching schedule cannot meet the needs of every student, resulting in some students finding the content too simple, while others find it too challenging. Furthermore, the over-reliance on exams as the sole means of evaluating teaching outcomes neglects formative assessment and the development of comprehensive qualities. This shifts students' learning motivation toward improving test scores rather than enhancing overall language proficiency (Zhou, 2024). These issues demonstrate that traditional teaching methods struggle to meet the diverse needs and dynamic changes in modern English education. There is a need to integrate modern technology and innovative teaching approaches to overcome these limitations.

2.2 Diversified Learning Needs of Students

With the rapid development of society and the acceleration of globalization, college students' English learning needs are becoming increasingly diverse. This diversification is not only reflected in different learning goals but also in the variety of learning content and approaches. Some students learn English to meet the needs of academic communication and research, focusing on academic writing conventions and oral presentation skills for conferences. Others aim to enhance their career prospects by studying business English or industry-specific English to improve their competitiveness in the job market (Yan, 2023).

English learning is no longer confined to classroom instruction; many students prefer to enrich their learning experiences through online resources, self-study applications, and international exchange programs. These informal learning methods pose new challenges to the design of formal courses. Students' learning motivations and interests are also becoming more varied. Some students favor immersive language learning experiences, such as participating in short-term study abroad programs or language club activities, while others prefer using efficient self-study tools to quickly improve their test-taking abil-

ities (Zeng, 2023). As a result, traditional, uniform course designs struggle to fully meet these diverse needs. Education management departments urgently need to flexibly adjust curricula and teaching strategies according to students' individualized learning needs, in order to provide more effective support and guidance for learners at different levels.

2.3 Issues with Administrative Efficiency

The issue of administrative efficiency in college English education has become increasingly prominent in recent years. Traditional management models often rely on paper documents and manual operations, resulting in lengthy and error-prone information transfer processes. The repeated data entry and manual review not only increase the complexity of administrative work but also raise the error rate (Cui, 2023). There is often a lack of close integration between administrative management and teaching activities, with course scheduling, course selection systems, and grade management frequently lacking flexibility. This not only affects students' learning experiences but also limits the rational allocation of teaching resources.

For universities with large student populations, traditional manual management methods are clearly insufficient to meet the growing administrative demands. Course selection systems tend to crash or experience delays during peak periods, and the allocation of teaching resources is often unbalanced. For example, some courses may have overly large enrollment numbers, leading to excessive workload for instructors, while others may be canceled due to insufficient enrollment. Additionally, there is a lag in course evaluation and feedback mechanisms, making it difficult to provide timely and effective support for teaching improvements (Zhao, 2021). To address these issues, it is necessary to introduce modern management systems that leverage information technology and big data analytics. This can enable intelligent scheduling of teaching resources and precise tracking of students' learning progress, thereby improving administrative efficiency and optimizing teaching outcomes.

3. Application of Technology in English Education Management

3.1 Enhancing Teaching Quality through Digital Tools

The application of digital tools in college English education is becoming increasingly widespread, significantly improving teaching quality. These tools include not only online learning platforms, virtual classrooms, and mul-

multimedia resources but also intelligent language learning software and mobile applications. By providing diverse teaching content and learning methods, they enhance students' interest and engagement in learning. Virtual classrooms can break the spatial limitations of traditional classrooms, allowing students to access course content, participate in discussions, and engage in practice anytime and anywhere, thereby enabling more flexible learning.

Multimedia resources, such as videos, audio, animations, and interactive courseware, offer students a more intuitive and vivid learning experience, helping them better understand and retain the taught content. Intelligent language learning software, based on artificial intelligence technology, can provide personalized learning suggestions and feedback, adjusting the teaching content and difficulty according to students' learning progress and performance. This adaptive, personalized teaching approach better meets individual learning needs and improves learning outcomes. The use of mobile applications has also greatly enriched the forms of extracurricular learning, allowing students to make use of fragmented time for self-study or practice, thus increasing learning efficiency. The application of digital tools has not only transformed the format of classroom teaching but also brought innovation to the presentation of teaching content and students' learning methods, laying a technological foundation for improving the overall quality of college English education.

3.2 Automation and Process Optimization in Teaching Management

The introduction of automation technology in college English education management has significantly improved administrative efficiency and simplified complex management processes. The application of automated systems in areas such as course scheduling, course selection, grade management, and teaching evaluation allows many tasks that previously relied on manual operations to be completed automatically, reducing the error rate associated with human intervention.

The course scheduling system can automatically generate the optimal timetable based on students' course selections and teachers' availability, avoiding resource waste and excessive teacher workloads. During peak periods of course selection, the automated system can allocate courses based on students' preferences, minimizing conflicts and system slowdowns. The grade management system can automatically compile and analyze students' exam results and learning performance, providing data support for teaching decisions. Teaching evaluation systems can quickly generate feedback reports through online surveys and data analysis, enabling teachers to promptly adjust

teaching strategies and improve course content. The application of these automation technologies not only increases the efficiency of teaching management but also optimizes the allocation of teaching resources, helping to build an efficient and flexible teaching management system.

3.3 Data-Driven Personalized Learning

Data-driven personalized learning is gaining increasing attention in college English education. Through big data analytics, educators and administrators can gain deep insights into students' learning habits, performance, and individual differences, allowing for more targeted teaching support. Learning management systems (LMS) and online learning platforms can record real-time data on students' learning progress, study duration, and test results, helping teachers identify students' weaknesses and learning needs.

Based on this data, teachers can create personalized learning plans for students, such as recommending suitable learning resources, adjusting course difficulty, or providing additional tutoring materials to enhance learning outcomes. Big data analytics can also predict learning trends and potential risks, enabling early identification of struggling students and taking intervention measures to reduce failure rates and dropout rates. By continuously tracking and analyzing student learning data, data-driven personalized learning helps teachers adjust their teaching methods in a timely manner, achieving differentiated instruction and improving the overall quality and efficiency of education.

4. Strategies for Integrating Technology and Pedagogy

4.1 Learner-Centered Teaching Model Design

In college English education, the integration of technology and pedagogy should focus on a learner-centered teaching model, aiming to meet students' personalized learning needs and diverse learning goals. This approach requires breaking away from the traditional teacher-dominated, one-way knowledge transmission method and emphasizes fostering students' active participation and autonomous learning abilities.

Using learning management systems (LMS) and online learning platforms, teachers can provide adaptive learning resources and diverse learning pathways for students at different levels, allowing them to learn at their own pace. The design of personalized learning plans takes into account students' interests and learning progress, which not only increases engagement but also motivates students intrinsically. The learner-centered model also emphasizes collaborative learning and task-based learning approaches.

Through group tasks and project-based activities, students can develop language skills and problem-solving abilities in real-life language use scenarios. In this model, technology is not merely a tool to assist teaching but a key means of achieving educational innovation and personalized student development. It makes teaching more flexible and efficient, better suited to the demands of modern education.

4.2 Technology-Supported Interactive Teaching and Feedback Mechanisms

The application of technology has significantly enhanced interactive teaching and feedback mechanisms in college English classrooms. Through online interactive platforms, virtual classrooms, and learning management systems, teachers can interact with students in real-time before, during, and after class, collect learning data, and provide timely feedback. During classroom instruction, teachers can use online quizzes, real-time polling, and discussion forums to assess students' understanding of the course content and adjust the teaching material and pace accordingly based on the feedback.

After class, students' online assignments and learning records provide teachers with detailed data on learning performance, helping them offer targeted guidance and support. Technology also diversifies feedback mechanisms, including voice and video feedback, instant grading, and automatically generated error analysis reports. These feedback forms enhance students' awareness of their learning outcomes and help them correct deficiencies in a timely manner. Technology-supported interactive teaching and feedback mechanisms not only improve the precision and effectiveness of instruction but also create a more engaging and interactive learning environment for students.

4.3 Application and Practice of Multimodal Teaching Methods

Multimodal teaching methods emphasize the integrated use of various information symbol systems, such as language, images, videos, and audio, during the teaching process to enhance students' multiple understandings and experiences of knowledge. In college English teaching, the application of multimodal methods can effectively stimulate students' interest in learning and improve their overall language proficiency. Teachers can combine text reading, video explanations, and image presentations to help students better understand language materials through multisensory stimulation.

Multimodal teaching can also involve task-driven learning activities, such as role-playing, situational sim-

ulations, and multimedia project creation, allowing students to experience and learn in real-life language use environments, thereby enhancing learning outcomes. This approach requires teachers to fully utilize digital tools and multimedia resources in course design, incorporating multimodal teaching concepts into classroom practice. As a result, the teaching content becomes more vivid and concrete, and the learning process more closely resembles real language use scenarios, which helps improve students' overall language skills and intercultural communication abilities.

5. Conclusions

This paper analyzes the current situation and challenges in college English education, exploring the crucial role of technology in improving teaching quality and optimizing management processes. The application of digital tools provides a wide range of options for teaching content and learning methods, while the introduction of automation technology significantly enhances administrative efficiency. Data-driven personalized learning achieves the goal of targeted instruction. The strategies for integrating technology and pedagogy further promote the implementation of learner-centered teaching models, interactive teaching, and multimodal teaching methods. These innovative approaches not only improve the overall quality of college English education but also offer valuable insights for future educational management and teaching reforms. In the future, as technology continues to advance and educational needs diversify, further research on the deep integration of technology and teaching will help achieve more efficient English education management.

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An Empirical Study of the Effect of “Model United Nations” Activities on the Cultivation of Critical Thinking Ability among College Students

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ABSTRACT

With the deepening of globalization, cultivating college students' critical thinking ability has become the core goal of foreign language education in China. On the basis of clarifying the theoretical connotation of critical thinking ability, this paper attempts to construct the evaluation criteria of its core elements and expounds the internal relationship between Model United Nations (MUN) activities and its cultivation in line with this evaluation criteria. Then, through questionnaire and individual interview, this paper conducts an empirical research on the effect of MUN on the cultivation of students' critical thinking ability. The results show that MUN activities have a positive effect on the cultivation of students' critical thinking ability.

1. Introduction

Traditional college English teaching in China emphasizes the learning of basic English knowledge and the training of language skills, which highlights the instrumental nature of language. In the new era, China's higher foreign language education shoulders the heavy responsibility of cultivating outstanding foreign language talents who can participate in global governance, and critical thinking ability is an indispensable ability for excellent foreign language talents (Sun Youzhong 2017). The *Guide to College English Teaching* (2020 edition) includes critical thinking ability as the core training goal of foreign language teaching, and jointly promotes the development of multiple abilities of foreign language talents together with language application ability, cross-cultural ability and self-learning ability. In short, critical thinking is of

great significance to personal growth and development, academic research and learning, career development and competitiveness, improvement of civic literacy, and expansion of global vision.

Model United Nations (MUN), an educational activity that highly simulates the international political scene, has become an indispensable and effective means to cultivate the critical thinking ability of contemporary college students with its unique operating mechanism and rich agenda setting.

2. The connotation and evaluation criteria of critical thinking ability

2.1 Definition and connotation

It has been widely recognized that critical thinking

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ability is not only one of the deep-seated goals of language learning, but also a necessary quality for students to adapt to the complex and changeable social environment in the future. Foreign scholars have been studying critical thinking ability for a long time and have achieved fruitful results. In 1987, the American Philosophical Union commissioned Peter Facione to convene 45 famous philosophers, scientists and experts from the United States and Canada for the “Delphi” Project (APA 1990). The “Delphi” project finally defined critical thinking ability as two dimensions of cognitive ability and affective trait, and proposed a double-cone model. The cognitive dimension can be broken down into six abilities: interpretation, analysis, evaluation, reasoning, interpretation, and self-regulation. Among them, analysis, evaluation and reasoning are the core skills. The affective traits include curiosity, confidence, openness, flexibility, fairness, honesty, prudence, studiousness, and understanding. Paul and Elder (2006) constructed a ternary structure model, which covers three components: thinking elements, thinking criteria and intelligence characteristics.

Domestic scholars put forward their own model of critical thinking ability based on the actual situation of foreign language education in China. Lin Chongde (2006) proposed a three-prism structure model, which includes six factors: thinking purpose, thinking process, thinking materials, thinking self-monitoring, thinking quality, and cognitive and non-cognitive factors in thinking. Wen Qiufang (2009) proposed a hierarchical model on the basis of the two-dimensional model, the three-dimensional model and the three-dimensional model. The hierarchical model proposes to divide critical thinking ability into two levels: meta-critical thinking ability and critical thinking ability. The first level of meta-critical ability refers to the ability to plan, check, adjust and evaluate one’s own critical thinking. The second level includes cognitive skills and criteria as well as emotional traits associated with critical qualities. Sun Youzhong (2015; 2016; 2017; 2019), repeatedly emphasizes the integration of critical thinking ability into foreign language teaching, pointing out that advanced language ability includes critical thinking ability, that is, the ability to interpret, analyze and evaluate input information, as well as the ability to reason and explain based on indirect or directly acquired information. In this sense, language ability includes critical thinking ability; A language ability without critical thinking is a poor language ability that neither understands nor produces text/discourse rich in meaning and logical rigor.

To sum up, based on aforementioned analysis, this paper attempts to define the critical thinking ability as six cognitive skills (interpretation, analysis, evaluation, reasoning, explanation, self-regulation) and six dispositions

(curiosity, openness, confidence, humility, integrity, perseverance).

2.2 Evaluation criteria

In order to explore the way to cultivate college students’ critical thinking ability and carry out empirical research to test its effectiveness, this paper attempts to construct evaluation criteria for critical thinking ability on the basis of clarifying the core components of critical thinking ability. Table 1 lists the evaluation criteria of six critical thinking skills and six emotional qualities. It is worth noting that although there are differences in the specific evaluation criteria for different cognitive skills, they should all follow several basic principles, namely clarity, relevance, logic, profundity and flexibility. Specifically, clarity emphasizes the need for precision in the critical thinking process; relevance requires that the content of speculation must be closely related to the core topic and clearly structured. In addition, the principle of logic ensures that the thinking is well organized, the argument is reasonable and persuasive; profundity means that reflective activities should have both breadth and depth; flexibility, on the other hand, requires the ability to be flexible and changeable, and properly examine problems from different angles (Wen Qiufang 2009). Together, these principles form the basic framework for evaluating cognitive skills.

3. The role of MUN activities in cultivating critical thinking ability

3.1 The promoting effect of “MUN” on improving six cognitive skills

Interpretation ability: participation in MUN activities requires participants to deeply understand and accurately explain the historical background, current situation, national interests involved and international laws and regulations of the conference topics. This process exercises the students’ ability of information integration and expression, enabling them to accurately convey complex information and lay the foundation for subsequent discussions.

Analytical skills: in the face of complex international issues, students need to use critical thinking to analyze the cause, impact and possible trend of the problem from different perspectives. This multi-level analysis training greatly enhances the students’ logical analysis ability and problem identification ability.

Evaluation ability: in the MUN conference, students need to objectively evaluate the positions and proposals of various parties to judge their rationality and feasibility. This process promotes students to form independent value judgments, learn to weigh pros and cons, and make wise

decisions.

Reasoning skills: during discussion, students need to build arguments based on facts and use logical reasoning to refute the other side’s views. This logical and rigorous reasoning training will help students develop rigorous thinking and improve the effectiveness and persuasiveness of arguments.

Explanation ability: when elaborating a country’s position or proposal, students need to explain their own views and reasons logically and reasonably, and ensure that the information is accurately transmitted to other delegations. This process develops the students’ expression-related skills, enabling them to accurately convey their ideas and promote consensus formation.

Self-regulation ability: in MUN activities, students

need to face challenges such as time pressure and conflict of views, learn emotional management, and master pressure adjustment strategies. The cultivation of self-regulation ability will help students stay calm under high pressure, respond flexibly to difficulties and challenges.

To sum up, MUN provides a comprehensive and multi-level training platform for students’ critical thinking ability through which participants can not only deepen their understanding of international affairs, but also significantly improve their cognitive skills such as explanation, analysis, evaluation, reasoning, explanation and self-regulation, laying a solid foundation for becoming future leaders with an international perspective and higher-order thinking ability.

Table 1. Evaluation criteria of core elements of critical thinking ability

Cognition		Disposition	
Skills	Standard	Quality	Attitude
Interpretation	Understand meaning accurately and categorize correctly	Curious	Be interested in new things and good at asking questions
Analysis	Identify arguments and analyze the process of argument	Openness	Respect different opinions and improve your own
Evaluation	Evaluate ideas and arguments rationally	Self-confidence	Be confident in your own reasoning and dare to challenge authority
Reasoning	Challenge evidence and propose alternative hypotheses	Humility	Evaluate yourself and others objectively and have a strong sense of empathy
Explanation	Explain and draw conclusions based on reasoning	Integrity	Pursue truth and stand for justice
Self-regulation	Assess and adjust yourself flexibly and appropriately	Perseverance	Strong tenacity and never give up easily

3.2 The promoting effect of “MUN” on cultivating six dispositions

Curiosity: MUN’s activities cover a wide range of topics, from global climate change to regional conflicts. During the preparation process, participants need to actively collect information and understand the positions of countries, which greatly excites their curiosity and desire to explore.

Openness: in the multicultural exchange of MUN activities, students need to listen to the views and voices of different countries, learn to respect differences and tolerate diversity. Such an open attitude not only contributes to international understanding, but also broadens the participants’ personal horizons and changes their way of thinking.

Confidence: by simulating the role play of a diplomat, the trainees gave speeches and held debates in public, which greatly exercised their expression skills and self-confidence. The experience of successfully coping with challenges and winning recognition makes the trainees more confident in their own abilities and worth.

Humility: in heated debates, participants come to

realize the limitations of their own knowledge and the one-sidedness of their perspectives. In the face of refutation and questioning from others, students learn to reflect and be self-critical, developing the quality of humility and an attitude of constant learning.

Integrity: MUN activities emphasize the principles of integrity and impartiality, requiring participants to follow international law and ethical norms while representing national interests.

Perseverance: In the face of intense preparation work and intense conference process, participants need to overcome various difficulties and challenges and persevere to the end. This experience not only exercises the trainees’ willpower, but also cultivates tenacity and courage in the face of adversity.

3.3 An empirical study on MUN ’s effect on the cultivation of critical thinking ability

In order to fully understand the actual impact of MUN activities on the training of college students’ critical thinking ability, the author selected 50 students who often participate in MUN activities in our university as the research

objects. According to the aforementioned definition of critical thinking ability and evaluation criteria, questionnaire and individual interview were conducted.

A total of 46 valid questionnaires were collected, and the data showed that all participants believed that participating in MUN activities could promote the cultivation of critical thinking ability. Among them, 87.0% of the participants strongly agreed that MUN activities can effectively improve the ability to elucidate cross-cultural issues; 84.8% agreed that MUN activities could effectively improve their ability to analyze cross-cultural problems; 82.6% of the participants strongly agreed that MUN activities can effectively improve the ability to evaluate cross-cultural problems; 84.8% agreed that MUN activities could effectively improve their ability to reason cross-cultural problems; 87.0% of them agreed that MUN activities could effectively improve their ability to explain cross-cultural problems; 82.6% of the participants strongly agreed that MUN activities could effectively improve their self-regulation ability. The vast majority of the participants also strongly agreed with the role of MUN activities in cultivating the six core dispositions: among which “curiosity, openness, confidence, humility, integ-

rity and perseverance”, the proportion of the participants who “strongly agreed” was 95.7%; 87.0%; 91.3%; 87.0%; 87.0%; 84.8% respectively.

Considering the disparity in students’ original critical thinking ability and in the frequency of participating in MUN activities, the author selected 3 representative students to conduct individual interviews. The interviews show that although the starting point of critical thinking ability is different, the interviewees all agree that MUN activities have played a positive role in cultivating their critical thinking ability. They said that they were “proud to express their insights and display their youthful style at the venue” and that MUN activities “not only improved their English expression skills, but also improved their negotiation skills and negotiation ability.” Some students said with emotion, “What I gained is not only the award, but also the improvement of my ability and the precious friendship.” Participants at different levels can experience “the difficulty of safeguarding national interests in international negotiations, and the importance of cooperation and consultation in solving global problems” through participating in MUN activities.

Table 2. Results of questionnaire about the effect of MUN activities on the training of students’ critical thinking ability

Questions/Options	Disagree	Ambiguous	Agree	Highly agree
It can effectively improve my ability to elucidate cross-cultural issues.	0	2	4	40
It can effectively improve my ability to analyze cross-cultural issues.	0	2	5	39
It can effectively improve my ability to evaluate cross-cultural issues.	0	3	5	38
It can effectively improve my ability to reason cross-cultural issues.	0	2	5	39
It can effectively improve my ability to explain cross-cultural issues.	0	3	3	40
It can effectively improve my self-regulation ability.	0	2	6	38
It enhances my desire to explore.	0	1	1	44
It teaches me to respect difference and embrace diversity.	0	2	4	40
It enhances my expression and self-confidence.	0	1	3	42
It enhances my reflective ability and promotes self-growth.	0	2	4	40
It strengthens my pursuit of truth, justice and noble sentiments.	0	1	5	40
It steels my willpower.	0	2	5	39

4. Conclusion

To sum up, on the basis of clarifying the connotation of critical thinking ability, this paper constructs the evaluation criteria of its core elements, and then explains the internal logical correlation between participation in MUN activities and cultivation of critical thinking ability with an empirically study on its actual effects through questionnaire and individual interview. The results show that “MUN” not only provides a platform for students to reach international affairs, but also stimulates their ability of active exploration, critical thinking and effective commu-

nication. In the process of participation, the students not only enhanced their comprehensive language application ability and broadened their vision, but more importantly, their critical thinking ability was substantially improved. Therefore, MUN activities should be regarded as an effective means in the cultivation of critical thinking ability to promote students’ all-round development.

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An Analytical Study on the Role of Activating Creativity in Regulating Secondary School Students' Emotional Management—Shanghai, China As An Example

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ABSTRACT

Secondary school students in their adolescence are facing great physiological, cognitive and social changes, and thus are troubled by many negative emotions. Starting from the emotional characteristics of adolescent students, the study explores the importance and necessity of providing emotional management support to students at this stage and proposes corresponding implementation strategies. Research shows that, on the one hand, adolescents have stronger emotional sensitivity, and negative emotions can hinder students' learning and cognitive development; on the other hand, adolescents have better physiological mechanisms for emotional management, schools should pay attention to the mental health education of students at this stage, scientifically guide students to manage their emotions, create a more favourable environment for the sustainable and healthy development of students, cultivate more interests, form an atmosphere of solidarity and mutual help, and thus create a more favourable environment for students' sustainable and healthy development. , forming an atmosphere of solidarity and mutual help, so as to promote interpersonal relationships and interactions.

1. Introduction

The China Youth Development Report released by the China Youth Research Centre in August 2021 shows that 30 million young people and children under the age of 17 in China suffer from a variety of emotional, psychological and behavioural problems. For many adolescents, it is difficult to free themselves from emotional distress. If not intervened in a timely manner and effectively controlled, emotional problems can erode their psychological and physiological health, which in turn affects students' life, learning and even long-term development. Therefore, schools should pay special attention to the emotional problems of secondary school students, and do a good job

in students' emotional management intervention and education. Research in educational neuroscience has brought many insights in this regard. Based on empirical evidence, it has shown the characteristics of adolescents' emotions and their brain development, revealed the physiological causes of adolescents' emotional problems and their effects, etc. This also provides scientific strategic support and effective practical guidance for schools to carry out education on emotion management for secondary school students and to create a positive emotional environment in schools. Students in secondary school, i.e., adolescence (about 12 to 18 years old), are gradually moving from childhood to adulthood, experiencing significant physical, psychological and social changes, and facing pressure

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to advance to higher levels of education, which leads to greater psychological pressure on secondary school students. Psychological studies have found that many adolescents suffer from negative emotions. The proportion of adolescents experiencing negative emotional distress is on the rise.

2. Adolescents have stronger emotional sensitivity and a better foundation for emotional management

From the perspective of neuroscience, adolescents have the following two main emotional characteristics.

On the one hand, adolescents have stronger emotional sensitivity. Psychological research shows that adolescents' emotions are highly sensitive and unstable, and adolescents react more strongly to both negative and positive emotions than children and adults. Adolescents are more susceptible to negative emotions than adults and children. For example, peer acceptance or rejection has a direct impact on adolescents' self-esteem, sense of belonging, sense of control, and sense of being; and adolescents experience greater emotional changes than adults when they are socially excluded. In addition, adolescents respond more strongly to positive emotions than adults and children. One study found that the ventral striatum of adolescents showed stronger activation in response to expressions showing happy emotions. And this region is involved in the process by which people process rewards. This study also reveals why adolescents are more likely to adopt risk-taking behaviours, as risk-taking gives them more positive emotional experiences.

On the other hand, adolescents have a physiological basis for better emotion management. Emotion management is the act of monitoring, evaluating, and regulating emotional responses, and involves both implicit emotion management, which is unconscious automatic control, and explicit emotion management, which is the use of strategies to regulate one's emotions.

First of all, studies have shown that the brain undergoes a process of grey matter pruning during adolescence, in which the grey matter density of the brain tends to decrease with age, and this process is considered to be a gradual maturation of the brain. In particular, the frontal grey matter is pruned to become more efficient in the areas of the brain that are primarily responsible for planning, reasoning, judging, managing emotions and controlling impulses. Secondly, neuroscience research has also shown that the amygdala's connections to brain regions involved in control become stronger in adolescence. For example, the medial and lateral orbitofrontal cortex, the anterior cingulate cortex, and the dorsolateral prefrontal cortex

are better connected to the amygdala as a result of the increasing volume of white matter in the brain. These are the brain regions that play a role in controlling emotions in adults when faced with emotion-related stimuli. This suggests that brain functions related to emotional control are more involved in emotional processes during adolescence. In turn, the continued development of the prefrontal cortex, particularly the dorsolateral region, during adolescence promotes continued progress in impulse control, working memory, and complex reasoning. Although adolescents are still less capable of emotional processing than adults, they are more able to exercise self-control than in childhood, and this ability continues to develop.

3. Emotions have a significant impact on students' learning and cognitive development

Although adolescents' emotional control ability is developing gradually, it is not yet compatible with the development of their limbic system (including the amygdala and the ventral striatum), which leads to specific behavioural preferences in adolescence, such as impulsivity and low mood. Strong emotional experiences not only affect adolescents' daily lives and behaviours, but also their academic and cognitive development. Research has shown that students' perceived emotional experiences such as happiness, hope, anxiety, and shame have a significant impact on their motivation, learning strategies, cognitive resources, self-management, and academic achievement. At the same time, emotions also affect students' memory and attention. However, the relationship between emotions and cognition is often overlooked by many schools and teachers, and neuroscience has provided deeper insights into this relationship. The resting network of the brain is an important brain area that is activated during cognitive activities such as elaboration, creation, and reflection that focus on past experiences or future scenarios. Students in secondary school need to learn and think through a lot of these cognitive activities. A neuroscience study found that people's resting networks are inhibited to varying degrees when they feel different emotions, with less inhibition of the resting network when they feel happy than when they feel sad or angry. This suggests that it is more difficult for people to engage in cognitive activities such as creativity, which require detachment from the current situation, when they are in a negative mood. This also explains why positive emotions stimulate more open and creative thought patterns.

The study found that people also activated the above areas when feeling the emotion of fear, and that people's accuracy in attentional tasks was inversely proportional to brain activation. This suggests that the processing of

fearful emotions uses key brain regions of the attentional network, taking up brain resources. In contrast, positive emotions promote more cognitive flexibility than negative emotions. In the task-switching paradigm, subjects in the positive mood condition had shorter reaction times and more flexible responses. Emotions can have a significant impact on students' cognitive activities. Negative emotions not only occupy attention-related brain networks and inhibit students' attention to learning content, but also negatively affect students' creativity, cognitive flexibility, etc., and hinder their learning and cognitive development.

4. Guiding secondary school students to manage their emotions based on evidence-based science

Compared with adults, adolescent students and children are more susceptible to emotions, and negative emotions may even affect students' cognitive development and learning outcomes to a greater extent. Therefore, schools should pay particular attention to the mental health education of students at this stage, and guide students to manage their emotions in a scientific manner, so as to effectively improve their mental health and create a more favourable environment for their sustainable and healthy development. To this end, schools can focus on the following implementation strategies.

4.1 Build a harmonious environment and guide students to form correct self-knowledge

Individual self-perception and emotion management are closely related, and adolescents' self-perception and identity construction are mainly realised through social cognition. Schools and teachers should endeavour to build a harmonious and friendly campus and classroom environment, lead students to establish and maintain healthy and good peer relationships, and guide students to rationally view others' evaluations, so as to form a comprehensive and correct social cognition and self-perception. Research shows that adolescents are particularly sensitive to peer relationships, such as peer acceptance and rejection, and evaluations from friends and classmates may trigger their positive or negative emotions. Social perceptions of adolescent students largely influence their self-perceptions, and peer and even teacher evaluations shape students' views of themselves, leading to different emotions. Therefore, schools can rely on teachers' evaluation, classmates' evaluation, parents' evaluation and other diversified evaluation methods to guide others to make comprehensive and positive evaluations of students in terms of moral conduct, classroom performance, extracurricular participation, etc.

Through the selection of the school's virtuous teenagers, the establishment of class honour wall and other activities and methods, students can feel the attention, affirmation and appreciation from their peers, teachers and even their parents, which will trigger their positive emotions and positive actions.

4.2 Make good use of positive assessment to motivate students to develop a positive mindset in learning and mistakes

Emotions are closely related to students' learning and cognitive development. Positive and optimistic emotions and mindsets are conducive to enhancing students' motivation and endurance in learning, which in turn enhances students' learning outcomes.

When assessing students' learning, teachers need to focus on positive emotions about the content and outcomes of learning through timely affirmations, challenges, and encouragement to leapfrog, so that students are willing to continue to engage in new learning.

However, creating positive emotions about learning does not mean that teachers can only give positive feedback; in fact, paying attention to and correcting mistakes is an essential part of learning. On the one hand, teachers can mould students' growth mindset, and on the other hand, they can guide students to pay more attention to mistakes, so as to cultivate a positive mindset and the ability to think positively in learning, thus improving students' learning effectiveness. Teachers can improve students' self-reflection ability through the feedback method of "reminding mistakes-inspiring thinking-affirming positive expression", make students realise that learning is a process of constantly correcting mistakes, encourage students to express themselves, and create a learning atmosphere of "I don't agree with your viewpoint, but I respect your expression". Encourage students to express themselves, create a learning atmosphere of 'I don't agree with your opinion, but I respect your expression', and build a learning scaffold for students by using ingenious rhetorical questions or successive follow-up questions to promote students' in-depth understanding of knowledge in the process of correcting mistakes, so as to guide students to look at mistakes in learning scientifically and correctly and let them make progress and growth in the midst of their mistakes.

4.3 Create a positive emotional environment through a variety of 'mental education' activities

The school pays attention to the psychological state of students, and through carrying out a variety of mental

health education activities and establishing the ‘first lesson’ education mechanism, creates a positive emotional environment for students’ learning and life, and accumulates inexhaustible “heart” power for empowerment and development.

On the one hand, through a variety of forms of activities to regulate the psychological state of students. The school routinely carries out psychological screening at the beginning of the school year, stress relief group counselling for graduating classes, and organises the ‘Mental Health Month’ for nine consecutive years to help students relax, relieve stress and adjust their psychological state. For example, the school carries out students’ “self-management day” and teachers’ ‘zero-criticism day’ activities, guiding teachers to see students’ strengths and flashpoints with the eyes of appreciation and development, so as to mobilise students’ self-management of the positive emotions, and cultivate students’ ability of self-assessment, self-education and self-development, so that students’ self-management and self-development can be improved. The students’ ability of self-evaluation, self-education and self-development will be cultivated, so that they can gradually realise self-management.

4.4 Explore the implementation of positive evaluation and organise a variety of activities to stimulate growth potential

The school innovates the evaluation mechanism, optimises the evaluation content, and carries out the exploration and practice of positive evaluation, aiming to bring positive emotional experience to students through evaluation and motivate them to grow up continuously. For example, the implementation of the ‘Happy Growth Climbing Card Evaluation System for Students’ invites staff, parents, students and even the community to participate in the evaluation system. When students are found to have good performance in academics, character, participation in activities, etc., they can be issued with cumulative cards, so that they can be evaluated positively in time for their positive behaviours; and stimulate students to move forward and continue to climb up the ladder of positive emotions and potential for growth. This stepped evaluation mechanism pays full attention to the psychological characteristics of young students.

Each progress is not only a positive experience of

success, but also a new starting point for the next station. Some students have created a climbing wall in their homes and posted their climbing cards on the wall according to their grades, forming a pyramid-like climbing path to motivate them to keep moving forward.

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Research on Improvement Measures of Student Management in Vocational Undergraduate Education

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ABSTRACT

Vocational undergraduate education is a type of vocational education formed under the background of China's economic and social development. At present, vocational undergraduate education in China has entered a period of rapid development. The model of vocational undergraduate education has gradually taken shape, but there are still some problems in student management in vocational undergraduate colleges. This paper mainly analyzes the problems existing in vocational undergraduate student management and the causes of these problems, and proposes improvement measures from strengthening students' self-management ability, establishing a complete mental health service system, improving the home-school cooperation mechanism, enhancing the practice and innovation mechanism, and implementing personalized management strategies, hoping to provide a reference for vocational undergraduate student management.

1. Introduction

The "National Vocational Education Reform Implementation Plan" clearly states that vocational education and general education are two different types of education and have equal importance. The students cultivated by vocational undergraduate education are high-quality laborers and technical and skilled talents. Guided by promoting employment and meeting the needs of industrial development, vocational undergraduate education is different in both curriculum arrangement and student management. In vocational undergraduate student management, it should be closer to market demand and strengthen the cultivation of practical and innovative abilities. At present, although vocational undergraduate education has made remarkable progress in curriculum system construction and teaching model innovation, at the student management level, fur-

ther reform is still needed to meet the development needs of vocational education in the new era.

In the realm of vocational undergraduate education, the diversification of enrollment channels has introduced unprecedented disparities within the student populace. These disparities manifest not merely in academic backgrounds and skill proficiencies but also significantly influence learning dispositions, life perspectives, and future career aspirations. Vocational undergraduate institutions often witness a harmonious blend of students who have gained admission through the conventional college entrance examination and those who have been selected through alternative pathways, such as skill-focused entrance exams and independent admissions. The former cohort typically possesses a robust theoretical foundation and established learning competencies, whereas the latter emphasizes

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practical competencies and domain-specific expertise.

This dichotomy fosters varied needs and distinct traits among students during their academic pursuits, posing challenges to student administration. Furthermore, on the expansive canvas of vocational undergraduate education, the yearning for practical application and innovation among students stands out prominently. In contrast to traditional higher education, vocational undergraduate students exhibit a heightened tendency to promptly translate acquired knowledge into practical skills. They eagerly seek to hone their abilities within genuine projects and cultivate innovative thought patterns amidst problem-solving endeavors. Consequently, in the context of these unique characteristics inherent to vocational undergraduate students, which diverge significantly from those observed in general undergraduate education, certain issues have emerged as particularly pressing concerns.

2. Analysis of the current situation of vocational undergraduate student management

2.1 Insufficient self-management ability of students

There exist issues pertaining to students' self-restraint and self-management within the realm of vocational undergraduate student management. These issues are explicitly evident in the following dimensions: Firstly, students demonstrate inadequate self-restraint: As vocational undergraduate education becomes increasingly prevalent and enrollment methods diversify, the student population exhibits a similar trend of diversification. Certain students display laxity in self-discipline, lacking definitive learning objectives and career blueprints, thereby resulting in inadequate academic motivation and poor behavioral discipline. Daily instances of tardiness, early departures, and absenteeism from classes frequently occur, significantly undermining learning efficacy and teaching standards. Secondly, students exhibit a deficiency in self-management skills: Vocational undergraduate education underscores the importance of practical application and innovation, necessitating a relatively elevated level of self-management from students to navigate intricate vocational settings and challenges. Nevertheless, some students manifest notable shortcomings in time allocation, task organization, and emotional regulation, impeding their ability to effectively orchestrate learning and practical endeavors, thereby hampering personal development and career progression. Thirdly, students possess a feeble professional mindset. A proportion of vocational undergraduate students lack profound comprehension of their majors' professional prospects and industry evolution, fostering a weak sense of professional identity and conse-

quently, a lack of drive and enthusiasm in their academic pursuits. Furthermore, there is an absence of a clear comprehension and roadmap for translating acquired knowledge into practical work competencies and for establishing a foothold and progressing in the professional arena.

2.2 Psychological and other problems are increasingly prominent

With social development, the popularization of the Internet and the explosive growth of information, the increase in employment pressure and the intensification of social competition, vocational undergraduate students are facing pressure from multiple aspects such as academics, employment, and interpersonal relationships. The untimely psychological work leads to some students having mental health problems such as anxiety and depression due to their inability to effectively cope with these pressures, affecting their normal study and life. It is specifically manifested in the following aspects:

2.2.1 Widespread anxiety and depression emotions

When vocational undergraduate students face academic competition, employment pressure and future uncertainties, they are prone to anxiety. This anxiety may stem from doubts about one's own abilities, concerns about employment prospects, and confusion about future planning. If long-term anxiety is not effectively relieved, it is easy to develop into depression, affecting students' physical and mental health and daily study and life.

2.2.2 Social barriers and loneliness

Although the convenience of the Internet provides students with a broad space for information exchange, it also makes some students addicted to the virtual world and ignore social activities in real life. In addition, the training goal of vocational undergraduate education determines the heavy learning tasks, and the face-to-face communication opportunities between students are reduced, leading to some students having social barriers and a sense of loneliness, affecting their mental health.

2.2.3 Internet addiction problem

While the Internet is a learning tool, it also brings the risk of internet addiction. Some vocational undergraduate students rely excessively on the Internet for activities such as entertainment and social interaction, resulting in the compression of learning time, a decline in academic performance, and even the appearance of internet addiction symptoms, seriously affecting their studies and physical and mental health.

3. Analysis of the causes of student management problems

3.1 School-level factors

3.1.1 Outdated management concepts

As vocational undergraduate education progresses rapidly, substantial alterations have been observed in its educational environment, teaching methodology, and the unique attributes of its student population. Nevertheless, certain institutions have been unable to promptly align their managerial ideologies and approaches with these transformations, leading to deficiencies in fostering students' self-regulatory abilities. The traditional, inflexible management paradigm struggles to accommodate the multifaceted and individualized requirements of students, impeding their ability to strike a balance between self-discipline and self-management. Furthermore, the increasing diversity among vocational undergraduate students poses additional challenges for student administration. Regrettably, some vocational undergraduate institutions continue to adhere to outdated management models and inadequately harness technological tools, thereby encountering difficulties in effectively supervising students.

3.1.2 Imperfect mental health education system

In the face of the increasingly prevalent psychological issues among students, several vocational undergraduate institutions exhibit deficiencies in their mental health education programs. Firstly, in light of the increasingly salient psychological issues confronted by students, the teaching faculty for mental health education is relatively inadequate, struggling to fulfill the requirements of the student populace. It is evident that certain vocational undergraduate institutions are deficient in the realm of mental health education. Secondly, the content and methodology employed in mental health education may be lacking in relevance and efficacy, thereby hindering their ability to effectively assist students in navigating various pressures and challenges. Furthermore, the inadequate integration of mental health education with routine student management practices undermines its preventive and interventional outcomes.

3.1.3 Imperfect home-school cooperation mechanism

The development and growth of students inherently necessitates the support and collaboration of families. Nevertheless, in the realm of vocational undergraduate student management, the mechanism of home-school cooperation frequently falls short of perfection. Parents often lack an adequate comprehension of their children's academic environments, while schools, conversely, struggle to fully comprehend students' familial backgrounds and psychological dispositions. This asymmetry of information can potentially result in a disconnection within the realm of student management and education, thereby impeding the formation of an effective united front aimed at fostering the holistic development of students.

3.2 Student-level factors

3.2.1 Unclear self-cognition and positioning of students

The diversification of the composition of vocational undergraduate student cohorts leads to variations in students' self-awareness and positioning. Certain students may possess a lack of a precise comprehension of their personal interests, strengths, and future career aspirations, ultimately resulting in a dearth of definitive goals and motivation in both academic pursuits and personal life. Furthermore, societal cognitive biases pertaining to vocational education have the potential to influence students' self-identity and career trajectory planning, thereby diminishing their enthusiasm towards self-regulation and personal management.

3.2.2 Insufficient psychological adjustment ability of students

In the epoch of globalization, societal values have become increasingly diverse, and the openness and virtual nature of cyberspace have rendered students susceptible to a wide array of information. Additionally, the escalating employment pressure has exacerbated the psychological burden borne by university students. This confluence of factors poses formidable challenges to students' psychological resilience and adaptability.

On the one hand, the plurality of values and the immersive virtual network environment can foster introversion, lethargy, and poor communication skills in real-life settings, thereby weakening students' interpersonal abilities. On the other hand, the pressure to secure employment prompts students to engross themselves in the study of specialized courses, foreign languages, and computer skills in an effort to enhance their employability, which in turn may hinder the development of their comprehensive qualities and emotional intelligence. For instance, some students, engrossed in the virtual realm, neglect

real-life interpersonal interactions, leading to a decline in their psychological resilience. Conversely, others become excessively anxious due to concerns over employment, thereby adversely affecting their academic pursuits and personal lives.

4. Vocational undergraduate student management improvement initiatives

4.1 Enhance the development and nurturing of self-regulatory skills

To enhance the self-management capabilities of students, vocational undergraduate institutions ought to undertake a series of strategic measures. Primarily, these institutions should introduce dedicated self-management courses aimed at imparting skills such as time management, task planning, and emotional regulation to students. Furthermore, in the realm of student management systems, it is imperative for vocational undergraduate colleges to continually refine their frameworks to ensure both their scientific rigor and operational feasibility. This necessitates the formulation of clear behavioral guidelines for students, outlining prohibited and restricted actions along with corresponding disciplinary measures. Additionally, the establishment of a robust student management structure, encompassing a student management committee and class management groups, is crucial for overseeing daily administration and addressing infractions. Concurrently, institutions must amplify the dissemination and education of these management systems to guarantee that all students comprehend and adhere to the relevant regulations.

Regarding implementation, vocational undergraduate colleges must fortify their supervisory mechanisms and rigorously address any infractions to uphold a conducive campus environment conducive to learning. Furthermore, these institutions should augment their instructional offerings by incorporating activities such as professional orientations, industry lectures, and internship training. Such initiatives will enable students to gain a profound understanding of professional prospects, industry trends, and career trajectories, thereby fostering a heightened sense of professional identity, mission, and academic motivation.

4.2 Enhance the provision of mental health education and support

Given the rapid evolution of society and the intensifying competitive landscape, vocational undergraduate students are confronted with unprecedented pressures and challenges. Consequently, vocational undergraduate institutions must accord paramount importance to mental health education and devise a comprehensive mental

health support system. In the realm of student administration, a pivotal focus must be placed on nurturing students' mental wellbeing, necessitating the establishment of a robust mental health service system to promptly and effectively furnish students with psychological assistance and support.

Hence, vocational undergraduate schools are obligated to fortify their mental health education endeavors. This entails offering mental health courses, reinforcing the infrastructure of psychological counseling centers, and assembling a proficient mental health service team comprising specialized counselors. This team will offer students counseling, psychological evaluations, crisis intervention, and instruct them in techniques like emotion regulation and stress management, thereby bolstering their psychological resilience.

Moreover, schools should organize positive and impactful mental health awareness campaigns to disseminate mental health knowledge and fortify students' psychological adjustment capacities. For instance, during the freshman year, by organizing diverse activities, students can discern their interests, mitigating early enrollment-related adaptability issues and enriching their campus lives. In the sophomore year, mental health activities should be staged to encourage students to confront themselves, setbacks, and challenges head-on, thereby enhancing their resilience. Customized activity methodologies tailored to students' unique characteristics should be devised to deliver targeted mental health education.

4.3 Strengthen the emphasis on practical and innovative education

To alleviate students' feelings of anxiety and disappointment, vocational undergraduate institutions ought to enhance practical and innovative education. Such education inherently prioritizes hands-on experience and creativity. Strengthening ties and collaborations with diverse societal sectors, including government, enterprises, and industrial associations, is imperative to jointly foster the progression of vocational undergraduate education, thereby affording students a more expansive arena for employment and personal growth.

Schools and enterprises should collaboratively establish training facilities that mimic real-world vocational settings, enabling students to learn and mature through practical engagement. Furthermore, inviting corporate experts onto campuses to deliver lectures and conduct training sessions can aid students in grasping industry trends and career trajectories.

Additionally, organizing students to engage in corporate projects and competitions can stimulate their innova-

tive mindset and practical competencies, bolstering their professional confidence and laying a robust foundation for their future careers. Simultaneously, both schools and the government must actively disseminate the merits and accomplishments of vocational undergraduate education to enhance societal recognition and support for this vital educational path.

4.4 Improve the home-school cooperation mechanism

Vocational undergraduate institutions should prioritize the enhancement of communication and collaboration with parents, thereby establishing a comprehensive and well-structured home-school cooperation framework. By means of regular parent-teacher conferences, home visits, and online communication platforms, institutions can effectively disseminate information pertaining to students' academic progress and school life to parents, while simultaneously gathering and incorporating parental viewpoints and recommendations regarding the school's educational practices. This collaborative approach fosters a joint focus on the holistic growth and development of students, ultimately leading to the formation of a cohesive educational alliance.

4.5 Improve the level of information management

In the contemporary information age, it is imperative for the management of vocational undergraduate students to adapt to the times. This necessitates the full utilization of information technology tools to enhance both the efficiency and standard of management. Given that each student possesses unique characteristics, encompassing differences in their learning, life, and psychological states, it is crucial for institutions to establish a robust system for the management of student files and information. This system should enable a comprehensive understanding of students' family backgrounds, academic performance, psychological wellbeing, and other pertinent aspects, thereby facilitating the provision of tailored assistance and support.

To achieve this, the implementation of a student management information system and an online service platform is paramount. These platforms facilitate the swift gathering, processing, and analysis of student data. Furthermore, the utilization of advanced technologies such as big data and artificial intelligence enables the precise analysis and forecasting of students' academic pursuits, lifestyles, career prospects, and other dimensions. This, in turn, enables the provision of more individualized and accurate services and management strategies.

Concurrently, through these information-based means,

educational institutions can promptly grasp student dynamics, promptly identify and address issues, and ultimately enhance the relevance and efficacy of student management practices.

4.6 Implement personalized management strategies

In light of the diverse nature of student cohorts, vocational undergraduate institutions ought to adopt individualized management approaches to cater to the varied requirements of students. Specifically, for students encountering academic challenges, the institutions should allocate dedicated professional tutors or counselors to each student for personalized guidance, paying heed to their individual needs and development, and offering support and assistance across multiple domains, encompassing academics, career prospects, and psychological well-being. Furthermore, students should be encouraged to engage in student-led organizations, such as student unions and clubs, fostering self-management skills and enhancing their sense of responsibility and teamwork abilities through active participation. By compiling and analyzing multi-faceted information pertaining to students' academic achievements, interests, and personality traits, personalized student profiles can be established, thereby facilitating the implementation of precise management strategies.

5. Conclusion

In conclusion, the reform of vocational undergraduate student management constitutes a comprehensive endeavor that necessitates concerted efforts from multiple stakeholders, including schools, enterprises, and society. To achieve this, we must persist in innovating management mechanisms, fortifying students' self-regulatory capabilities, prioritizing mental health education, enhancing collaboration between schools and families, and implementing a multi-faceted approach. Only by adhering to these principles can we effectively elevate the quality and standard of vocational undergraduate student management, thereby ensuring robust support for the nurturing of high-caliber laborers, technicians, and skilled professionals.

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