

Analysis of Student Management in Vocational Colleges From the Perspective of Positive Psychology

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Abstract: The students' characteristics of vocational training schools determine the difficulty of operating students in Vocational colleges. To practice student management in Vocational colleges, we should improve the effectiveness of management from a positive psychological point of view. Positive management of students' psychological application can stimulate students' good qualities and their inherent correctness. This paper discusses the application of positive psychology and its combination with the problems existing in the management of students in Vocational colleges.

1. Introduction

Positive psychology began in the 1930s. It advocates the development and application of human positive forces. It helps people to become better and healthier, and promotes people's happiness and social harmony. Vocational college students' comprehensive cultural quality is not high, and their self-control is not high. Therefore, in the practical management of students, the traditional management only emphasizes more serious shortcomings. Short-term optimization of students' management level, improvement of students' management quality in vocational training schools, active application of positive psychology, students' inner potential and inner psychological quality effectively stimulate students' guidance to actively develop independent development plans and better handle their interpersonal relationships [1].

2. The Prominent Problems in the Practice of Student Management in Vocational Colleges

Vocational colleges have specific characteristics. In the practice of student management in vocational training schools, we should integrate the characteristics of students, scientifically carry out student management business, and effectively improve the student management effect. At present, there are clear problems in students' management practice in Vocational colleges. There are the following points [2]:

2.1. Single evaluation method, ignoring students' personality characteristics

In the process of evaluating students, vocational colleges often adopt a single evaluation method, seriously ignoring the personality characteristics of students. On the one hand, in student management, higher vocational colleges emphasize the unity of management and the effectiveness of management. They usually use relatively rigid and rigid system to restrict students. At the same time, in the process of evaluating students, teachers tend to adopt a relatively traditional way, with academic achievement, obedience and compliance as the main criteria for evaluating students. The so-called "good students" are more likely to be favored and recognized by teachers. In the eyes of teachers, obedience and discipline are "good students", which greatly inhibits the growth and development of students' personality. On the other hand, in the practice of student management, teachers neglect the personalized characteristics of students. Whether in system management or student development, they adopt more stringent "one size fits all" to unify standards, or even the only standards. Judge students' strengths and weaknesses. Some students may have poor academic performance, but students who are outstanding in other aspects can not get correct and objective evaluation. In the long run, it is easy to restrain their personality development [3].

Everyone is a different individual. For students, each student has its own advantages. For

example, some students are good at learning, not sports. Some students are good at sports, but not at learning. There are also students who are good at drawing. Because some students are not good at learning, singing level is not good, but the academic performance is not good, so vocational colleges should support diversification in the process of students' education, pay attention to students' own personality development. However, at present, in most professional schools in China, the evaluation system of excellent students in universities is used. That is to say, the students whose discipline is obeyed are indeed the students' individual development contributions and not very good students. The development of students' diversity promotes development. Finally, the talents trained in vocational training schools can not meet the needs of the market, and the psychological development of students will be out of the normal track, which will have a negative impact on the future development of students [4].

2.2. The development of moral education is inadequate and the form of management is single.

In the practice of student management in Vocational colleges, the current management methods are relatively simple, lack of flexibility and innovation, especially the lack of scientific and accurate management of moral education. On the other hand, the management of students in Vocational Colleges neglects the management of moral education. Although the implementation of moral education-related business, but the overall business is relatively empty, it is difficult to achieve the consequences [5]. Compared with the management of moral education, teachers pay more attention to students' academic performance and school performance. If students have irregular behavior and other problems, then teachers will still adopt a very heavy education system. On the other hand, vocational college students adopt relatively simple business model, lack of effective innovation and expansion. As the main embodiment of managing students, teachers adopt management methods that keep pace with the times for many years, which will undoubtedly have an impact on management effectiveness [6].

In the management of students in vocational training schools, moral education is the core. However, in the current Chinese vocational colleges, moral education has gradually taken shape. The goal of moral education is too broad, but the content is vague, and the actual life of students in vocational colleges is completely contradictory. In the actual guidance process of moral education, teachers as educational subjects are completed. How to meet the content of moral education and improve the efficiency of moral education is related to moral education in Vocational colleges.

2.3. Neglecting mental health education and eliminating students' psychological defects

Vocational college students' cultural achievements are generally not high. Because most of the students did not enter the ideal colleges, they had to choose vocational colleges. Vocational college students' psychological problems are more frequent. At present, vocational colleges carry out several kinds of mental health education when managing students. This kind of education aims at students' psychological problems. Scientific mental health education and the solution of students' mental illness and mental disorders not only prevent students from making in-depth analysis of the root causes of psychological problems, but also effectively investigate the positive factors of students' hearts. Students' healthy and positive attitudes should be fostered [7]. To stimulate the internal quality, the current vocational colleges lack the direction of practical student management and spiritual education.

In terms of student management in vocational training schools, students' mental health education is also a very important part. But recently, in most vocational colleges in China, students' mental health education is negative according to the applicable educational methods. Educational methods are mainly based on students' psychological problems, daily life problems and learning problems in Vocational colleges. This kind of mental health education violates the original intention [8]. The main purpose of mental health education is to enable students to effectively solve their own psychological problems. However, at present, the mental health education in Vocational Colleges in China is a psychological defect of students. Therefore, this is that students' own abilities can not be effectively stimulated. It is not only that students' positive psychology can not be helped, but also that the ultimate goal of mental health education has not been realized. Finally, the cultivated talents

can not adapt to the current cities in China. Field demand. As shown in Table 1.

Table 1 Types of self-evaluation of positive quality of higher vocational college students

Six Dimensions of Positive Psychological Quality	Wisdom and Knowledge	Cognitive Power
	courage	The Power of Emotion
	Human nature (emotion)	Interpersonal power
	fair	The power of citizenship
	control	Avoid extreme forces
	Transcend	The Power of Spiritual Belief

3. Student Management Strategies in Vocational Colleges from the Perspective of Positive Psychology

In the practice of student management in Vocational colleges, teachers should use positive psychology to effectively stimulate students'inner excellent qualities, constantly stimulate students' personal potential, truly play students'subjectivity status [9], and effectively enhance the overall effectiveness of student management.

3.1. Develop scientific and pluralistic standards to promote students'growth in an all-round way

In the practice of student management in short-term vocational colleges, teachers should establish different evaluation systems with different characteristics and based on the development of students in vocational colleges to evaluate each student scientifically and reasonably. On the other hand, teachers in vocational colleges must actively change the previous evaluation methods, formulate differentiated evaluation benchmarks, and change the same level to evaluate the status of students, so as to effectively improve the overall effect of student evaluation. In addition, the managers of vocational colleges also provide comprehensive development space for students. It is necessary to formulate effective positive factors within students to mobilize students to actively find their own possibilities. In order to actively explore their own benefits, more diverse and better understand e-development. In addition, in the practice of student management, in order to make students actively participate in self-evaluation, we should improve the student mutual evaluation system.

In vocational colleges, in order to strengthen the effect of cultivating talents independently, it is necessary to establish a comprehensive and individual evaluation system for the development of Vocational College students. Especially in the current vocational colleges, students are generally younger and have a tendency to resist [10]. In order to realize the development evaluation of Vocational colleges, it is necessary to construct a variety of evaluation systems in order to organically combine comprehensive evaluation and final evaluation. On the basis of these systems, students in vocational colleges can improve their self-development. The existing evaluation system of my evaluation and mutual evaluation system integrates the professional focus and shifts to the advantages of College students. While exploring students'advantages, in order to make up for their shortcomings and constantly achieve self-transcendence, all rounds of development, in order to achieve Vocational College students, is to meet the needs of the times, high-quality talents are trained.

3.2. Strengthen moral education and innovate management methods

In practical management of students, vocational colleges will deepen moral education, actively innovate management methods, often combine the current situation with new management problems, and improve the efficiency of student management [11], which is a positive psychological outlook. At the same time, vocational colleges should pay attention to the orderly

development of moral education and form games on the internal motivation mechanism of moral education. As a teacher, we should actively and gradually start the concept of moral education management in order to improve the effectiveness of moral education management. When choosing the content of moral education, we should fully integrate the actual situation of students, improve and improve the content system of moral education guidance. On the other hand, in the practice of student management, teachers actively innovate management methods, strengthen communication with students through Wechat and other means, timely grasp the dynamics of students, timely guide students to construct a positive mentality.

3.3. Improve mental health education and tap students'positive psychological factors

In the practice of student management in Vocational colleges, teachers must strengthen mental health education from a scientific point of view and thoroughly grasp the positive factors of students'psychology. On the other hand, teachers should seek the assistance of schools, actively carry out comprehensive mental health education, establish a psychological prevention mechanism for students, and quickly deal with students'mental health problems. At the same time, we should pay close attention to students'psychological dynamics, establish a positive and positive atmosphere, as well as various platforms that can play a penetrating role. On the other hand, teachers should pay attention to respecting students. At the same time, teachers must pay attention to rewarding education and praising students.

4. Conclusion

The management of students in vocational colleges has its own particularity. In the practice of student management, vocational colleges should adopt positive psychology, give full play to the inherent potential of students, fully tap the positive factors of students, fully mobilize the enthusiasm of students, effectively highlight the subjectivity of students, and comprehensively promote the health of students. Grow up.

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