

## Cultivation and Construction of the Student Cadre Corps in the Second-batch University under the New Situation

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**Keywords:** second-batch university; student cadre; selection mechanism; cultivation mechanism

**Abstract:** In this paper, the characteristics of the second-batch university students are analyzed, and the exploratory research on the student cadre selection and cultivation mechanism is carried out combining theory and practice. The conclusions and recommendations of the paper can be used for reference by student management staff and departments of second-batch university.

### 1. Introduction

The Nineteenth National Congress of the Communist Party of China (CPC) put forward that "we should fully implement the Party's educational policy, carry out the fundamental task of establishing morality and cultivating people, develop quality education, promote educational equity, and cultivate socialist builders and successors of moral, intellectual, and aesthetic development." To achieve this goal, we need the efforts of teachers and staff in of universities. At the same time, we need to build an excellent student cadres team and give full play to the role of student cadres in student management.

As an important part of the student work team, college student cadres are the main force for students to implement self-education, self-management and self-service. The cultivation and construction of student cadres are crucial to the development of school work and the improvement of students' overall quality. Under the double squeeze of the decrease of the number of college entrance examinations and the increase of the number of students admitted to the first-batch university students, the quality of students left to the second-batch universities will be reduced. As we all know, in recent years, the second-batch universities have been expanding their enrollment and developing by leaps and bounds, and the scale of students is becoming larger and larger. While the internal management of the school, the construction of the teaching staff and the training and configuration of the counselor team are lagging behind. Taking the second-batch university where the author is located as an example, the doctor of engineering is unwilling to teach here. The number of the teacher has a large gap. There are fewer teachers with high academic qualifications who are willing to serve as class teachers. The counselors are low in status, slow in promotion of titles, and difficult to promote their positions. The above reasons lead to the number of counselors lacking of one third, which brings great difficulties and challenges to the management of students. Therefore, a large number of excellent and high-quality student cadres are required to participate in the student management work of the second-batch universities in order to strengthen the construction of study style and school spirit and build a harmonious campus actively.

In fact, the "Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening and Improving the Ideological and Political Education of College Students" also clearly pointed out that the ranks of college student cadres are an important part of the ideological and political education work team, and they should play a better role as bridges and links in the ideological and political education of college students. Talking about this problem, on the one hand, we need a large number of excellent and high-quality student cadres; on the other hand, the quality of students in the two universities is decreasing year by year. How to cultivate students with poor quality as high-quality student cadres is the problem to be discussed in this paper.

## **2. The characteristics of students in second-batch university**

Compared with dual-class, 985, 211 and first-batch universities, the second-batch university students have lower quality when enrolling, so the overall quality of students is significantly lower than the former. The author has been working in college for more than ten years as a counselor. According to the author's counselor work experience of second-batch university, and the literature analysis of the characteristics of the students in the second-batch university, the author believes that the following prominent characteristics of the students in the second-batch university are worthy of attention and consideration.

### **2.1 The self-consciousness second-batch university students is generally poor**

According to the analysis on the survey results, the self-consciousness second-batch university student is generally poor, which reflecting the negative learning psychology of the college students, that is, they have lost their enthusiasm for learning for various reasons, and have emerged bored and negative attitude towards learning. The poor learning consciousness is mainly manifested in the following aspects: Firstly, students are not active in class, absenteeism, retirement early, late situation always, tired of learning and conflicting mood, universal existence of "60 points enough" and "dawdle" misconceptions. They do not pay attention to class, play cell phones, watch movies, sleep in class, read occasional books. Secondly, students have poor initiative in learning, seldom study after class, no reviewing and previewing habit, lack of study and research spirit, incomplete homework, plagiarism even if completed. Even examinations, graduation theses and graduation designs also have plagiarism. Students even plagiarize in examinations, graduation theses, and graduation designs. Thirdly, students have poor self-control ability, indulge in online chat, network games or material pleasure and sensual stimulation, sleep. They are addicted to love, cohabitation outside school, and even have children out of wedlock. Fourthly, they take part in too many social activities; they do part-time jobs and so on.

### **2.2 These students have weak self-care ability and lack team spirit**

Recently, students are born in the 1990s or even in the 2000s. They are basically only children. The love of family makes them lack self-care ability. They are always self-centered, lack team spirit of mutual cooperation, and often like to go their own way. Their autonomy, judgment and adaptability are all weak due to the excessive care of parents. For freshmen, new classmates and new environment make them difficult to adapt, which seriously affects their emotions and makes them rebel against the strict management of the school and even confront the managers openly. Due to the lack of team spirit, students often ignore the collective activities organized by the school and have no enthusiasm to participate in the collective activities.

### **2.3 These students have low comprehensive quality and lack of social responsibility**

There is an emphasizing enjoyment and seeking phenomenon among students. They despise struggle and dedication. Their comprehensive quality is relatively low, and they lack the sense of social responsibility. They criticized the bad phenomena in society, but rarely to stop. They lack correct understanding of public welfare activities and lack enthusiasm for participation. Their ideas are very realistic. They believe that devotion is a speculation, only material needs are most important.

### **2.4 These students lack self-confidence**

The first-batch university is all publicly-owned and generally a subordinate or provincial top university, the terms of teaching quality, school environment and teaching equipment is better than the second-batch university. What is more, the first-batch university students have the higher score for the college entrance examination, these students are generally excellent and the quality of the graduates is high. Therefore, the recognition of a university such as 985 or 211 is very high in the society. The recruitments of all kinds of large enterprises always favor the first-batch university graduates. All of these reasons above lead to two the second-batch university students' lack of

confidence.

### **3. Problems in the construction of university student cadres**

#### **3.1 The selection system is not perfect; the coverage of student cadres is too large**

At present, most of the selection and cultivating of university student cadres still are appointment system or the election system. The opinions of the counselors and the headmasters play a decisive role in the selection and intervention of the student cadres, and they are prone to deviations, such as taking people by appearance, taking people by region, and background and affinity. So, the quality of the elected student cadres is not guaranteed, resulting in the lack of a fair and just competitive environment for the selection of student cadres. The student cadres produced under the appointment system and election system, have low competitiveness, which makes more competent students lose their positions. The poor mass foundation can easily cause the disharmony among students, which affects the development of the whole student cadre team. At the same time, these two selection systems are difficult to embody the real democracy, which is more arbitrary and unfair. At present, the student cadres in colleges and universities include Party branches at all levels, Communist Youth League organizations, student unions, associations and student cadres in classes. Basically, 30-40% of students in each class are student cadres. Most of these students have little actual workload and try to make use of their positions to gain various benefits for themselves. The overall quality of the student cadres is declining, and the reputation of student cadres is really chilling. Such a team has attacked the enthusiasm of some students who are really capable and prestigious among the students, resulting in adverse reactions, which is not conducive for the development of student cadres.

#### **3.2 The management system is not perfect**

##### **3.2.1 The supervision system is not perfect**

Once elected, many student cadres will graduate. Their own binding force is poor. They do not take responsibility for their position. They have inaccurate positioning of themselves. There are phenomena of shirking and slacking in their work. Once the benefits are distributed, their enthusiasm becomes higher, and they strive for various glories for themselves. Most colleges and universities have no supervision mechanism for student cadres. At most, they make a self-summary at the end of a planned semester at the beginning of their studies. They have no real record of the normal work performance of student cadres, cannot distinguish between working and non-working student cadres, and do not listen to the opinions of the majority of students. Many student cadres' usual practices have aroused students' conflicting feelings, resulting in the failure of normal work, seriously affecting the ability of team cooperation and cohesion, which is not conducive to the sustainable development of campus cultural undertakings.

##### **3.2.2 The assessment system is not perfect**

The assessment system of student cadres is a periodic summary and evaluation of the work of student cadres, as well as the determination of the future direction of work. Without timely assessment, student work can only have its isolated significance, and cannot be used as an effective link to the development chain of student cadres. At present, the management of student cadres in colleges and universities is generally unclear, opaque and not open. The work of student cadres lacks regular and irregular assessment of specialized departments, and does not form a strict inspection mechanism and corresponding incentive mechanism. Without effective supervision of student cadres, the problems existing in student cadres cannot be solved in time, which leads to the slow speed of putting the old into the new and unable to implement dynamic management. The quality of student cadres' work cannot be affirmed and recognized; student cadres with outstanding achievements will lose enthusiasm and enthusiasm, and confuse student cadres. Without punishment, a vicious circle is formed over time.

### **3.2.3 The education system is not perfect**

At present, most colleges and universities have the phenomenon of focusing on the use of student cadres and lightly cultivating them, ignoring the awareness, moral quality and education of work of student cadres, and only staying in ordinary daily conversations and regular training lectures for student cadres. The lack of systematic and professional guidance for student cadres' work leads to slow or stagnation of work ability. If things go on this way, student cadres are prone to negative work attitudes, loss of enthusiasm and responsibility, and doubts about the work of student cadres.

### **3.3 The problems of student cadres themselves**

#### **3.3.1 Can not properly handle the relationship between work and learning**

Student cadres have dual identities. Most students cannot correctly understand and accept correct guidance at the beginning, which leads to the interweaving of work and learning always. They want to learn when working and sometimes want to work when studying. Some students overemphasize the importance of work and put most of their energies into their work. Some students even skip classes to organization activities, the final results of these practices are contrary to the original intention of the student cadres. The phenomenon above is very serious.

#### **3.3.2 The service consciousness is not strong, the ethos is not right; it is easy to create bureaucracies**

The student cadres consider themselves superior. They are strict with others and tolerant of themselves. They did not exercise their rights reasonably and did not act as the leaders and representatives of the advanced nature of College students correctly. The influence and significance of student cadres are profound and lasting. However, there are some problems that cannot be ignored in the culturing of student cadres in colleges and universities due to the current social situation and specific historical factors.

## **4. How to train and select college student cadres in second-batch university under the new situation?**

### **4.1 Schools and colleges should establish and improve the cadre selection system to improve the initial quality of student cadres**

The mechanism of selecting student cadres should be established in accordance with the actual situation of their own colleges, such as the number of students, professional settings and curriculum settings, but the overall connotation should be consistent with the selection system of school. In order to build a contingent of high-quality and high-ability student cadres and a virtuous cadre circle, we must adhere to the principles of openness, fairness and fairness from the start. A questionnaire survey method involving all students in each class can be used. The survey content mainly involves students' organizational ability, communication ability, uniting classmates, helping students, self-control ability, dedication, learning ability, and daily life ability. Students' abilities can also be investigated and understood through group discussions, class meetings, students' classes or group activities. We must adhere to high standards and strict demands and conduct a comprehensive examination of the students participating in the election. The information of all kinds of students should be carefully understood and mastered. Students are reviewed, interviewed, and democratically voted in the form of a democratic campaign. The purpose of this is to select those students who are truly capable, hard-working, and who are not afraid of hardships, are willing to contribute, and have a broad mass base to be selected into the ranks of student cadres. From the very beginning, we will establish the image of the student cadre team, so that we can actively guide other students to study for the purpose, and ultimately strengthen the cadre team of college students.

## **4.2 A strict supervision mechanism and rotation system for student cadres should be established to maintain the progressiveness of student cadres**

In order to make student cadres grow up healthily, we should also establish a comprehensive supervision system consisting of counselors, head teachers, students and teachers, and carry out dynamic management of student cadres. For example, weekly or monthly work reports and democratic assessments can be taken to identify problems and prompt some student cadres to correct their incompetent or irresponsible behavior. Counselors or head teachers should talk to the inexperienced and simple working methods of student cadres and make corrections within a time limit. Counselors or head teachers should exchange the student cadres who reflect the poor and incompetent students, and the position competition should be pushed, so as to enhance the sense of responsibility, sense of duty and crisis consciousness of student cadres. In addition, in order to further reflect fairness and promote the improvement of the working ability of the class cadres, it is necessary to establish a student cadre rotation system. This system mainly includes two aspects. Firstly, in order to enable student cadres to get the training of job contents, familiarize themselves with the work of class student management and improve their comprehensive quality and ability, job rotation should be carried out within class cadres. Secondly, students with initiative and ability are selected from ordinary students to enter the class committee or League branch, which injects fresh blood into the student cadre team, promotes the improvement of the working ability and performance of the existing class cadre team, and absolutely does not carry out the "lifelong system".

## **4.3 Establishing a reasonable assessment system and incentive mechanism**

We must establish a reasonable and easy to operate assessment mechanism in the work of student cadres. Under the precondition of supervisory mechanism, every student cadre should make periodic ideological reports and put forward general requirements for the achievement of student cadres. Student cadres should discuss their work in the form of speeches at the end of the year. We should give full recognition to qualified student cadres and give them a reasonable reward. Excellent student leaders should give priority to all kinds of evaluation, so as to arouse the enthusiasm of student cadres. For unqualified student cadres, timely adjustments should be made.

## **4.4 Building flexible and diversified cultivating mechanisms**

Developing education and cultivating is an important way to improve the comprehensive quality of student cadres in Colleges and universities. Firstly, we should make clear the cultivating objectives of student cadres; that is, to train a group of high-quality, high-capacity, creative and complex student cadres. Secondly, we should formulate the training plan for student cadres, and make clear the main tasks and ways of training student cadres in the future according to the characteristics of the times, students' characteristics and school reality. Thirdly, clarify how to become a qualified student cadre, and take less or no detours gradually through organizing reports, lectures, training courses, regular counterpart education, experience exchanges and League school-based standardized training mode.

Specifically, after the appointment of student cadres, the corresponding training system and system should be classified according to different cadre positions and their corresponding work contents, such as the training system and curriculum system of the squad leader, the training system and curriculum system of the group support, and training. Methods can be diversified, such as training courses, lectures, learning exchange activities, and organizational activities. At the same time, we should actively think, burden, pave the way and build a platform for students' cadres in the management of students in normal classes, so that they can get exercise and improve in practice, and cultivate students' cadres' awareness of bridges and ties. The student cadre training method will be further flexible and diversified by regularly organizing symposiums, student cadre work salons, and using information technology to open a student cadre work exchange area on the internet or establishing a student cadre work exchange QQ group WeChat group.

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