

An Analysis and Exploration of the Path of Class Management for College Class Teachers from the Perspective of "Three Comprehensive Education"

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Abstract: With the promotion and application of the concept of "three comprehensive education" in higher education, the management of class teachers is facing new challenges and opportunities. This article takes the perspective of "three comprehensive education" as the background, analyzes the path of class management work for college homeroom teachers, and explores the problems and challenges that exist in it. On this basis, it is proposed to strengthen the concept of class construction, improve the class management system, build a harmonious teacher-student relationship, and enrich the form and content of class activities, in order to address the key issues faced by class management work in the perspective of "comprehensive education". Through the exploration of this article, the aim is to provide effective guidance and strategies for class management for college homeroom teachers within the framework of "comprehensive education".

Keywords: Three comprehensive education; College homeroom teachers; Class management

1. Introduction

With the vigorous development of higher education in our country, class teachers in universities, as the core force of class management, shoulder the responsibility of providing comprehensive education to students. In this context, it is of great significance to explore how to better implement the concept of "comprehensive education" in the management of class teachers in universities, and improve the level of class management work^[1].

The concept of "Three Comprehensive Education" emphasizes comprehensive development, full participation, and full process education, aiming to promote the comprehensive development of students' morality, intelligence, physical fitness, and aesthetics, and enable individuals and collectives to grow together. In the management of class teachers in universities, implementing the concept of "three comprehensive education" helps to improve the quality of education and cultivate high-quality talents that meet the needs of social development.

2. The Connotation and Characteristics of the Concept of Three Comprehensive Education

2.1 Concept of Three Comprehensive Education

"Three comprehensive education" is a comprehensive, all staff, and all process educational philosophy aimed at achieving the comprehensive development of students. This concept emphasizes that education should be oriented towards all students, pay attention to their comprehensive development, and promote the growth of both individual and collective students. The connotation of the concept of comprehensive education includes three aspects: comprehensive development, full participation of all staff, and full process education. Comprehensive development emphasizes the cultivation of students' moral, intellectual, physical, and aesthetic development, enabling them to achieve full development in all aspects; Full participation requires the joint participation of all school staff, parents, and society to form an educational synergy; The whole process education emphasizes that education should run through all stages of student growth and development, emphasizing the cultivation of students' ability to learn independently, live independently, and develop independently.

2.2 Characteristics of Three Comprehensive Education

The characteristics of the concept of comprehensive education are as follows: firstly, comprehensive development focuses on cultivating students' abilities for comprehensive development, so that students can be improved in all aspects of morality, intelligence, physical fitness, and aesthetics; Secondly, full participation emphasizes that education is not conducted in isolation and requires the joint participation of all school staff, parents, and society to form a collaborative force in education; Finally, the entire process of education focuses on cultivating students' ability to learn independently, live independently, and develop independently, so that education runs through all stages of student growth and development. Through comprehensive, all staff, and whole process education, the three comprehensive education concept aims to cultivate high-quality talents with comprehensive development ability and adaptability to the needs of social development^[2].

3. The Current Situation and Problems of Class Management by College Class Teachers

3.1 Role positioning and responsibility requirements of college homeroom teachers

As the core force of class management, college homeroom teachers shoulder the responsibility of providing comprehensive education to students. In terms of role positioning, the homeroom teacher is not only the organizer of education and teaching, but also a guide and companion on the path of student growth. They need to pay attention to the academic performance, mental health, interpersonal communication and other needs of students, and provide comprehensive support and guidance for them.

In terms of job requirements, the homeroom teacher needs to have a comprehensive understanding of students' personality traits, interests, family background, and other information in order to better carry out educational and teaching work. Specifically, the homeroom teacher needs to develop a reasonable class construction plan, create a good class atmosphere, organize various educational activities, and help students establish correct outlooks on life, values, and the world. At the same time, the homeroom teacher also needs to pay attention to the psychological health of students, timely identify and solve their psychological problems, and promote their healthy growth^[3].

However, in practical work, there is a certain degree of deviation in the role positioning and responsibility requirements of some university class teachers. For example, some homeroom teachers place too much emphasis on students' academic performance and neglect their comprehensive development; Some homeroom teachers lack innovative awareness in class management and overly rely on traditional management models; Some homeroom teachers have insufficient communication with students, making it difficult to understand their needs and confusion. These issues have to some extent affected the effectiveness of class management work and urgently need to be addressed.

3.2 Problems in the Work of College Class Teachers

3.2.1 The concept of class construction is not deep enough

Despite the tremendous efforts made by university class teachers in class management, there are still some problems. One prominent aspect is that the concept of class construction is not deep enough.

Some homeroom teachers lack a clear understanding of the goals and directions of class construction, resulting in a lack of long-term planning for class construction. This is reflected in their excessive focus on students' academic performance in their work, while neglecting their comprehensive development. At the same time, some class teachers overly rely on traditional management models and lack innovative awareness in the process of class construction, which makes it difficult for class construction to adapt to the needs and development of students. Some homeroom teachers have not fully utilized the enthusiasm and initiative of students in the process of class construction. They often overemphasize their dominant position and overlook the subjectivity of students. In this situation, students are prone to developing a dependency mentality and lack the ability to learn independently and manage themselves. Some homeroom teachers have not fully paid attention to the individual differences of students in the process of class construction. They often overemphasize unity and overlook the individual development of students. This makes it difficult for some students to find their own position in the class, affecting their growth and development^[4].

3.2.2 Insufficient class management mechanism

In practical work, some university class teachers have certain problems in class management mechanisms, which have affected the effectiveness of class management work. Some homeroom teachers fail to fully consider the actual needs and characteristics of students when formulating class management rules. This makes some rules too strict, limiting the individual development of students; However, some rules are too loose and difficult to effectively regulate student behavior. Some homeroom teachers have not fully utilized the student's role as the main body in the process of class management. They often overemphasize their dominant position and overlook the subjectivity of students. This makes it difficult for students to develop a good class atmosphere due to a lack of self-directed learning and self-management abilities. Some class teachers have failed to promptly resolve conflicts and disputes among students in the process of class management. This may cause some students to experience psychological pressure due to conflicts and disputes, which can affect their learning and life.

3.2.3 Further harmony is needed in the teacher-student relationship

Some homeroom teachers have insufficient communication with students, making it difficult to understand their needs and confusion. This makes it difficult for students to receive timely and effective help and support when facing difficulties, which affects their learning and life. Meanwhile, some homeroom teachers fail to fully respect the opinions and perspectives of students when dealing with student issues. They often overemphasize their authority and overlook the personal development of students. This makes students prone to resistance and affects the harmony of teacher-student relationships. Some homeroom teachers lack a fair and impartial attitude when dealing with student conflicts and disputes. This may cause some students to experience psychological pressure due to conflicts and disputes, which can affect their learning and life^[5].

3.2.4 The form and content of class activities need to be enriched

Some homeroom teachers fail to fully consider the interests and needs of students when organizing class activities. This makes it difficult for some activities to attract student participation, affecting the effectiveness of class activities. Some homeroom teachers fail to fully leverage the student's role as the main body when organizing class activities. They often overemphasize their dominant position and overlook the subjectivity of students. This makes it difficult for students to develop a good class atmosphere due to a lack of self-directed learning and self-management abilities. Some homeroom teachers fail to fully pay attention to the form and content of class activities when organizing them. This makes some activities lack interest and education, making it difficult to stimulate students' interest and enthusiasm for participation.

4. Exploring the Path of Class Management Work Based on the Perspective of "Three Comprehensive Education"

4.1 Strengthening the concept of class construction and enhancing class cohesion

From the perspective of "comprehensive education", strengthening the concept of class construction and enhancing class cohesion is an important way for class teachers to manage their classes. Firstly, the homeroom teacher needs to deeply understand the core connotation of the "Three Comprehensive Education" concept and clarify their role positioning in class construction. This means that the homeroom teacher should pay attention to the comprehensive development of students, focus on cultivating their innovation ability, teamwork ability, and practical ability. At the same time, the homeroom teacher should be good at communicating with students, understanding their needs and difficulties, and providing timely and effective help and support to students. Secondly, the homeroom teacher should develop a reasonable class construction plan, clarify the goals and directions of class construction. Specifically, the homeroom teacher should pay attention to information about students' personality traits, interests, family backgrounds, and other aspects in order to better carry out educational and teaching work. At the same time, the homeroom teacher should fully consider the actual needs and characteristics of students, and develop targeted class activities to enhance class cohesion. In addition, the homeroom teacher also needs to pay attention to the psychological health of students, timely identify and solve their psychological problems, and promote their healthy growth. In the process of class management, the class teacher should pay attention to the psychological needs of students, maintain good communication with them, and provide timely and effective psychological support for students. Finally, the homeroom teacher should pay attention to the form and content of class activities to ensure that they can stimulate students' interest and enthusiasm for participation. When organizing class activities, the class teacher should fully consider

the interests and needs of students, and organize interesting and educational activities^[6].

4.2 Improve class management system and enhance management efficiency

The homeroom teacher needs to re-examine the class management rules based on the concept of "comprehensive education", ensuring the rationality, scientificity, and operability of the rules. This means that the homeroom teacher should fully consider the actual needs and characteristics of students, and develop targeted class management rules. The class teacher should pay attention to the subject status of students in the process of class management and encourage students to participate in class management. Specifically, the homeroom teacher should organize students to participate in the formulation of class management rules, cultivate students' self-learning and self-management abilities. At the same time, the class teacher should pay attention to conflicts and disputes among students, guide them to learn self-regulation and resolution, and improve the efficiency of class management. In addition, the homeroom teacher also needs to pay attention to information communication in the class management process. In the process of class management, the homeroom teacher should maintain good communication with students, understand their needs and confusion, and provide timely and effective help and support to students. At the same time, the class teacher should pay attention to information feedback in the class management process, timely understand the effectiveness of class management work, and provide a basis for improving management work. The homeroom teacher should pay attention to the evaluation and motivation in the process of class management. In the process of class management, the class teacher should pay attention to the performance and development of students, provide timely evaluation and motivation, and stimulate their enthusiasm and initiative^[7].

4.3 Building harmonious teacher-student relationships and promoting healthy growth of students

The homeroom teacher needs to fully understand the interests and needs of students, and organize interesting and educational class activities. This means that the homeroom teacher should pay attention to information about students' personality traits, interests, family backgrounds, etc., in order to better carry out educational and teaching work. The homeroom teacher should pay attention to the diversity of class activities and meet the needs of different students. Specifically, the homeroom teacher can organize various types of activities such as academic competitions, social practices, volunteer services, and cultural and sports activities to stimulate students' interest and enthusiasm for participation. At the same time, the homeroom teacher can also invite experts, scholars, and successful individuals from both inside and outside the school to serve as event guests, providing students with rich learning resources. In addition, the homeroom teacher also needs to pay attention to the educational nature of class activities to ensure that they can cultivate students' comprehensive qualities. When organizing class activities, the class teacher should fully consider the purpose and significance of the activities, ensuring that the activities can help students improve their comprehensive qualities such as innovation ability, teamwork ability, and practical ability. The homeroom teacher should pay attention to the evaluation and feedback of class activities. After the class activity, the class teacher should promptly understand the effectiveness of the activity and student feedback, providing a basis for improving management work^[8].

4.4 Enriching the forms and contents of class activities to cultivate students' comprehensive qualities

The homeroom teacher needs to respect the subject status of students and fully pay attention to their needs and confusion. This means that the homeroom teacher needs to maintain good communication with students, understand their learning, life, psychological and other needs, and provide timely and effective help and support to students. The homeroom teacher should pay attention to the mental health of students, promptly identify and solve their psychological problems. In the process of class management, the class teacher should pay attention to the psychological needs of students, maintain good communication with them, and provide timely and effective psychological support for students. At the same time, the homeroom teacher should also pay attention to the psychological development of students and provide them with mental health education and psychological counseling services. The homeroom teacher also needs to pay attention to the individual development of students and fully respect their interests and strengths. In the process of class management, the class teacher should pay attention to information about students' personality traits, interests, family background, etc., in order to better carry out educational and teaching work. At the same time, the homeroom teacher should provide students with a platform to showcase their individuality, stimulate their potential, and promote their comprehensive development. The homeroom teacher should pay attention to the comprehensive development of students, focus on cultivating their innovation ability, teamwork ability, and practical ability. In the process of class

management, the homeroom teacher should pay attention to the academic performance, mental health, interpersonal communication and other needs of students, and provide comprehensive support and guidance for them.

5. Key Issues Facing Class Management from the Perspective of "Three Comprehensive Education"

5.1 Poor student autonomy and unclear behavioral norms

One of the key issues facing class management from the perspective of "comprehensive education" is poor student autonomy and unclear behavioral norms. Firstly, some students lack awareness of self-directed learning and overly rely on their homeroom teachers and teachers, resulting in poor self-directed learning abilities. This often leads to a lack of independent thinking and problem-solving abilities when facing learning tasks and problems. Secondly, some students have problems with behavioral norms and lack clear moral and behavioral guidelines. This is reflected in their daily learning and life, where they are often easily influenced by bad behavior and thoughts, leading to abnormal behavior. This not only affects their personal growth, but may also have a negative impact on class harmony. In addition, some class teachers have not fully paid attention to the autonomy and behavioral norms of students in the process of class management. They often overemphasize their dominant position and overlook the subjectivity of students. This makes it difficult for students to develop a good class atmosphere due to a lack of self-directed learning and self-management abilities.

Therefore, class teachers need to pay attention to the autonomy and behavioral norms of students, and clarify their role positioning in class management. In work, class teachers should fully respect the subject status of students, stimulate their awareness of self-directed learning, and cultivate their ability to learn independently. At the same time, the homeroom teacher should pay attention to the moral and behavioral norms of students, and guide them to establish correct values and behavioral norms. In addition, the homeroom teacher also needs to pay attention to the psychological health of students, timely identify and solve their psychological problems, and promote their healthy growth^[9].

5.2 High academic pressure and prominent mental health issues

In the perspective of "comprehensive education", another key issue faced by class management is the high academic pressure and prominent mental health issues. With the intensification of educational competition, students face increasing academic pressure, which leads to psychological problems such as anxiety and depression during the learning process. These issues not only affect the learning outcomes of students, but may also have adverse effects on their physical and mental health. Some students lack effective coping strategies when facing academic pressure. This makes them prone to negative emotions when facing learning tasks and problems, which can affect their learning outcomes. Meanwhile, this may also lead to a lack of psychological resilience and psychological problems when facing setbacks. In addition, some homeroom teachers have not fully paid attention to the psychological health issues of students in the process of class management. They often focus too much on students' academic performance and overlook their mental health. This makes it difficult for students to cope with psychological problems and lack effective psychological support when facing academic pressure.

Therefore, the homeroom teacher needs to pay attention to the psychological health issues of students and clarify their role positioning in class management. In work, the homeroom teacher should fully pay attention to the issue of subject pressure on students and guide them to learn how to face subject pressure correctly. At the same time, the homeroom teacher should pay attention to the mental health of students, promptly identify and solve their psychological problems, and provide timely and effective psychological support for students. In addition, the homeroom teacher also needs to pay attention to the individual development of students, fully respect their interests and strengths, provide a platform for students to showcase their personalities, stimulate their potential, and promote their comprehensive development^[10].

5.3 Unfair phenomena caused by differences in family background

In the perspective of "comprehensive education", another key issue faced by class management is the unfairness caused by differences in family background. Different family backgrounds may lead to differences in learning resources, opportunities, and environments among students, thereby affecting their academic performance and development. This often results in some students lacking sufficient

support and assistance when facing learning tasks and problems, making it difficult to achieve good learning outcomes. Differences in family background may lead to differences in psychological qualities among students. Some students may lack sufficient psychological resilience due to their family background when facing academic pressure and difficulties, resulting in psychological problems. This not only affects their learning outcomes, but may also have adverse effects on their physical and mental health. In addition, some homeroom teachers have not fully paid attention to the unfairness caused by differences in family background in the process of class management. They often focus too much on students' academic performance and overlook the potential impact of family background on students. This makes it difficult for students to cope with unfair phenomena due to a lack of effective psychological support.

The homeroom teacher needs to pay attention to the unfairness caused by differences in family background and clarify their role positioning in class management. In work, the homeroom teacher should fully pay attention to the needs of students in terms of learning resources, learning opportunities, learning environment, etc., and provide fair and just learning conditions for students. At the same time, the homeroom teacher should pay attention to the mental health of students, promptly identify and solve their psychological problems, and provide timely and effective psychological support for students. In addition, the homeroom teacher also needs to pay attention to the individual development of students, fully respect their interests and strengths, provide a platform for students to showcase their personalities, stimulate their potential, and promote their comprehensive development.

6. Conclusion

In the perspective of "comprehensive education", class management work has great challenges and complexity. In order to better fulfill their responsibilities and improve the level of class management, class teachers need to pay attention to issues such as poor student autonomy, unclear behavioral norms, high academic pressure, prominent mental health issues, and unfair phenomena caused by differences in family background. By strengthening the concept of class construction, improving the class management system, enriching the forms and contents of class activities, building harmonious teacher-student relationships, and paying attention to the comprehensive development of students, class teachers can better fulfill their responsibilities, improve the level of class management work, and contribute to the cultivation of talents with comprehensive moral, intellectual, physical, and aesthetic development. In the future, under the perspective of "comprehensive education", class management work will be able to make greater progress and make greater contributions to the development of education in China.

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