

A Study on the Strategies of Psychological Quality Training of Higher Vocational College Students in Active Learning

Liping Zhang, Pijuan Gong, Liu Hua, Peng Cong, Xiaomin Zhang

Weifang Vocational College, Weifang Shandong, 261041

Keywords: higher vocational students; active learning; psychological quality

Abstract: With the popularization of Vocational education, higher vocational colleges have become an important part of higher education. At present, many higher vocational students will encounter psychological problems in school. If they cannot be solved smoothly, it will have a negative impact on their study and employment, and then affect social stability. In order to help higher vocational students to do a good job of psychological counseling, and actively face learning and life, the author combs the psychological state of students according to the principles of educational psychology, analyses the causes of their psychological problems, and puts forward targeted solutions, hoping to improve the psychological quality of higher vocational students to a certain extent.

1. The Research Significance of Psychological Quality Training of Higher Vocational College Students in Active Learning

1.1 Theoretical Significance

In the past, the reference to the psychological quality of college students about learning often refers to ordinary college students, but it is not specifically pointed out that they are students of Higher Vocational colleges. In the research, it is usually confined to a single course, even if it concerns the students' overall learning psychology, it also refers to narrow psychological problems, which will lead to vacancies in the psychological quality construction of Higher Vocational students. In the report of the Nineteenth National Congress of the Communist Party of China, it was pointed out that all sectors of the society should establish a sound psychological service system so that the people of the whole country can maintain a positive, healthy and upward mental state. In order to improve the learning psychological quality of students in Higher Vocational colleges, this study is made.

1.2 Significance of Application

Through the analysis of the students' psychological status in Higher Vocational colleges, this paper summarizes the current students' psychological status, helps them arouse their interest in learning and improve their learning methods and improve their learning efficiency, enables students to obtain spiritual satisfaction in learning, improves their comprehensive quality, promotes their all-round physical and mental development, and provides help for their further study or employment. The improvement of students' learning ability will also improve the overall teaching quality of Higher Vocational colleges, inject more new teaching concepts, and thus promote the improvement of their reputation.

2. Current Research Situation at Home and Abroad

2.1 Current Situation Abroad

The study of learning psychological quality abroad is regarded as an important part of modern learning thought. Learning psychology is to carry out cyclical learning in the way of stimulation, reaction and proper processing. The correct learning process is from perceptual to rational cognition. In this process, existing information needs to be processed and these knowledge requires being reconstructed. Whether students have initiative in the learning process is considered as the key to

learning. Only by keeping a positive attitude to face learning, can they be real learners. For the study of psychological quality, more attention should be paid to the application of theory in teaching practice.

2.2 Current Situation at Home

Domestic scholars mostly investigate the current psychological status of Higher Vocational students, which covers students' learning objectives, learning objectives, learning methods, views on learning and current psychological status, etc. Combining these images or deep-seated reasons, targeted strategies to improve the psychological quality of active learning are put forward to guide students' unhealthy psychological problems.

3. Psychological Characteristics of Higher Vocational College Students

Students in higher vocational colleges are generally between 17 and 22 years old, which is the period when people have the fastest understanding of the world. Young people in this period are eager to dabble in various disciplines and fields of knowledge. However, because of their poor self-control, lack of identification ability, immature physical and mental development, and emotional impulsiveness, young people will encounter many problems in the learning process. If these problems cannot be solved smoothly, they will easily lead to various psychological problems.

3.1 Students' Learning Psychology has Certain Particularities

At present, the students trained in higher education institutions in China are mainly oriented at theoretical and academic talents. After years of enrollment expansion, there is a surplus of such talents in the society. However, the students in secondary vocational colleges are immature and of low quality, and generally unable to meet the needs of society. The heavy demand for applied talents falls on the vocational colleges, which are positioned as skilled talents. Talents with excellent skills are also favored by the current market. Compared with ordinary universities, the development of higher vocational colleges is lack of motivation and is not valued by the society. Blind enrollment expansion leads to the continuous decline in the quality of students. The students of higher vocational colleges have become the sandwich layer of higher education, and the students of higher vocational colleges have become a special group neglected by the society. Most of the students in higher vocational colleges have experienced high school education, and their learning goal is to meet the theoretical knowledge needs of the college entrance examination. This leads to the fact that they seldom have access to real vocational skills in their daily study. After the unsatisfactory college entrance examination, the students' psychology has fallen behind. However, the curriculum in higher vocational colleges is quite different from that in high schools, which makes it difficult for students to adapt to it in a short time. Certain inferiority psychology among students has risen due to this, and even the serious appear to be tired of learning, with the idea to abandon learning.

3.2 Summary of the Characteristics of Students' Learning Psychology in Higher Vocational Colleges

3.2.1 Highlight the Purpose of Learning

Most of the students in higher vocational colleges have a clear learning purpose, that is, to provide employment services in the future. This shows that the students in higher vocational colleges have highlighted their professionalism in their current study. During the school period, students possess certain vocational skills through theoretical and practical study. Vocational colleges also offer relevant theory and skill training courses for students to improve their employment skills.

3.2.2 Highlight the Practicality of Operation

Students in higher vocational colleges pay more attention to practical operation courses, because many skills are acquired from practical operation. Without a lot of practical operation trainings, it is difficult for students to realize the process of making practice perfect. This shows that students have

realized the relationship between learning and application, and hope to improve their practical ability and operation skills through repeated practical operation.

3.2.3 Highlight the Professionalism of Content

In higher vocational colleges, students are no longer excessively entangled in problem-solving. Although there are written examinations at the end of the term, more courses need to be practiced by themselves. Unlike the basic courses in high schools, the courses offered by higher vocational colleges pay more attention to the contents related to their specialty, which highlights the professionalism of the contents, and requires students to master certain professional skills so that they can quickly acquire them in the future to provide helps for them to adapt to the innovation of work or post functions.

3.2.4 Highlight the Autonomy of Learning Style

Different from the way that teachers lead students to learn in middle school, students in Colleges and universities pay more attention to autonomy in their learning. Vocational colleges are no exception. Many contents of learning need to rely on students' autonomous design. Teachers only play a guiding role. Especially with regard to learning content and learning methods, students have more freedom of choice and can make arrangements according to their actual situation.

4. Psychological Problems and Causes of Students in Higher Vocational Colleges

4.1 Psychological Problems of Students in Higher Vocational Colleges

4.1.1 Unreasonable Learning Motivation

The unreasonable learning motivation is mainly manifested in the wrong learning motivation, which will affect the purpose of Higher Vocational students' learning. The motivation of some students is to get scholarships, to get praise from teachers, or to cope with exams. This motivation is obviously not lasting. Some students do not have clear learning goals at all. They think that they have to re-study after entering the society, which leads to their lack of motivation to study. They put their mind and time on entertainment and waste a good opportunity to study.

4.1.2 Problems in Learning Methods

After compulsory education and high school learning, most students have become accustomed to the way of learning in the past, and put their energies into the mode of repeating memory and brushing questions. However, after entering higher education, there are great changes in students' learning methods, and students are not able to cope with them adequately. They haven't found out the methods suitable for vocational learning, especially for operating courses, thus affecting professional curricula science. The efficiency of learning. Long-term efforts have not been rewarded, which to a certain extent will reduce students' self-confidence in learning, resulting in greater psychological pressure.

4.1.3 Insufficient Understanding of the Principle of Operational Skills

When students in Higher Vocational Colleges learn a certain skill operation, they can generally complete it smoothly according to the requirements of textbooks or teachers, but they cannot give a second thought. Once the situation or conditions change, students will be helpless. This shows that when students' operation skills are formed, their psychological development has not fully kept up with them. In the process of operation, students tend to focus only on the production of results, ignoring the scientific principles and technical characteristics contained in each step. After entering the job, facing the complexity of product production technology, if we do not have a thorough understanding of its principles, we will lack coping strategies when we encounter problems.

4.2 Causes of Psychological Problems of Higher Vocational College Students

4.2.1 Social and Cultural Aspects

According to the traditional thought of our country, fools are laborers and intellectuals are laborious and the engagement in repetitive production technology work is considered to have no prospects, and academic talents with theoretical knowledge are preferred. Such a concept of neglecting production and professional skills is fundamentally a negation to the students of Higher Vocational colleges, and almost all the students recruited by higher vocational colleges are eliminated by ordinary colleges through college entrance examination. They are often regarded as the representatives of the success or failure of college entrance examination, so they have to choose higher vocational colleges. Compared with the investment in Higher Education in China's education sector, it is obvious that ordinary colleges and universities pay more attention. Finance and teachers are inclined to the colleges, which is also invisibly the neglect of students in Higher Vocational colleges.

4.2.2 Impact from Families

Many parents of students have high expectations for their students, and there is a certain psychology of comparison with other parents of students. They hope their children can excel in school, get better grades, and finally find a satisfactory job. This sustenance is not only a great pressure for students, but also a heavy burden for them to pay too much attention to their achievements and affect their learning mood. Because of the poor financial situation in some families, parents hope that students can quickly learn the skills for them to stand up in the society, and lighten the burden for families, which also brings some tension to students' learning psychology.

4.2.3 School Education

At present, the educational atmosphere in some higher vocational colleges is not good. They pay too much attention to the enrollment of students and neglect the development of students. As a result, the management is not standardized. The school does not create a good learning environment for students and the learning atmosphere is not strong. There lacks meaningful guidance for students' learning, and whether it is true or not, it is very difficult to get appropriate encouragement. Some schools seldom organize interesting activities to improve students' learning enthusiasm. Some higher vocational teachers still retain the idea of exam-oriented education in the past, put themselves in the unknown of absolute authority, and have not established a good teacher-student relationship with students, so students are unwilling to cooperate with teachers' teaching activities. They lack concerns for students, and show arbitrariness when handling their learning situation. Especially for students with poor foundation they often scold, affecting their confidence in learning.

4.2.4 Students themselves

Due to the lack of learning methods for professional courses, vocational students feel more laborious in learning, especially in the rare situations in life, and it is difficult to achieve concrete thinking. Due to the lack of experience in the past, it is difficult for them to improve learning efficiency in a short time. Higher vocational students generally get average grades in high school, and after hard work, they have no effect, which makes them be afraid and have difficulties when facing learning. They think that learning is a difficult task and have no confidence in themselves. Faced with other high school students who have entered the top universities, the students in Higher Vocational Colleges feel that their psychology is at a low level. With the further development of learning activities and the advent of employment, this pressure will become more and more serious.

5. Strategies of Psychological Quality Training of Higher Vocational College Students in Active Learning

5.1 Establish a good training environment

For the education sector, strengthening the emphasis on Higher Vocational Colleges and providing them with equal educational resources are the basis for solving students' psychological problems. Through various powerful measures taken by the education sector, we can guide the whole society to change the prejudice against vocational education and provide a better environment for the growth of Vocational education. Higher vocational colleges are encouraged to organize more propaganda activities in society, so that the whole society pays attention to the group of Higher Vocational students, so as to make their work more known to the whole society, and the whole society can unite to establish a comprehensive and standardized psychological training network for Higher Vocational students. With the rapid development of the Internet, using the Internet to solve problems has become the first choice of many people. Internet can provide psychological help for students. At present, many foreign websites have set up special consultation for psychologists. Our country can learn from it and build a communication platform and encourage students to actively seek help when they encounter any psychological problems.

5.2 Optimize the Curriculum System of Majors

Higher vocational colleges should change the backward concepts, introduce advanced psychological quality training experience, optimize the curriculum system, and improve students' learning enthusiasm. According to the actual situation of students' learning, teachers in higher vocational colleges can re-integrate the teaching content and realize the reasonable arrangement of the content. They are required to abandon the backward cramming teaching in the past, adopt more advanced and effective teaching methods, introduce advanced teaching equipment, so that students can be more interested and actively involved in teaching activities. We should adopt the concept of life-oriented teaching, introduce the reality of life into the classroom, increase the content of practical teaching, and help students solve the problems in the classroom in the light of reality. Students are encouraged to think independently and to search for answers by exploring. Higher vocational colleges should regularly organize social practice activities, hands-on competitions and so on, so as to improve the enthusiasm of students to participate, so that students can strengthen communication through such activities, and at the same time improve their self-confidence in dealing with problems.

5.3 Strengthen the Coordination of Family Education

Parents of higher vocational students should put their minds in order, face up to their children's strengths and weaknesses, but should not put too much pressure on their children, and do not pull out seedlings to help them grow up, and give them more time to grow up slowly. They are required to think more from the perspective of children, communicate more with them, listen to their true thoughts, ease the tension between parents and children, and help them release their psychological pressure in time. We should let go of their management properly, give them more space to grow freely, and don't restrict them excessively. Otherwise, they will have negative mentality, which is not conducive to their growth. Parents of students should strengthen the establishment of their comprehensive literacy, strictly require themselves, set good examples for their children by way of words and deeds, guide them to form sound personality and become useful to society.

6. Conclusion

In the past, there were still many shortcomings in solving learning psychological problems in Higher Vocational colleges. Based on this, the introduction of positive psychology can alleviate students' learning psychological problems to a certain extent. As a special group of students, vocational college students need to face up to psychological problems by themselves, parents,

schools and even the whole society, and actively adopt scientific and reasonable ways to solve them. At the same time, students should not be self-deprecating, observe their own advantages, tap their own potential, and cultivate good psychological quality of learning. It is believed that in the future discussion of students' psychology, the students' Union in higher vocational colleges will become a concerned link and a theoretical basis for cultivating students' learning psychological quality.

References

- [1] Li Di. Strategies of Psychological Quality Training of Higher Vocational College Students in Active Learning [J]. Intelligence, 2018 (27): 169.
- [2] Liu Yicun. Research on Strategies of Psychological Quality Training of Higher Vocational College Students in Active Learning [D]. Northwest University of Agriculture and Forestry Science and Technology, 2013.
- [3] Zhang Xinhui. Strategies of Psychological Quality Training of Higher Vocational College Students in Active Learning [J]. Journal of Jincheng Vocational and Technical College, 2018, 11 (02): 50-52.
- [4] Gao Zhengliang, Tong Huijie. The Role of Positive Emotions: Expansion-Construction Theory [J]. Chinese Journal of Health Psychology, 2010, 18 (02): 246-249.
- [5] Ma Hongwang. Study on the Learning Motivation of Higher Vocational College Students from the Perspective of Positive Psychology [J]. Contemporary Economy, 2012 (16): 110-112.