

Transformation Case and Analysis of Higher Vocational Underachievers Based on Psychological Behavior Characteristics

Dong Xu

Changzhou Liu Guojun Vocational Technology College, Jiangsu Province, 213,000

Abstract: The composition of students in five-year high vocational schools is complex, uneven level and poor foundation. There are common problems in life goals, learning confidence, professional interest, self-control ability and so on, which seriously affect their growth and progress. This paper defines the basic responsibilities of the head teacher, based on the psychological and behavioral characteristics of students in high vocational schools.

Keywords: Vocational students; Psychological characteristics; Behavioral characteristics; Case analysis

Moral education is committed to the cultivation of students' ideological and moral character and personality quality. It is the soul of school work and plays a role in guiding, driving power and ensuring the healthy growth of young students. All aspects of moral, intellectual, physical and aesthetic education practice is the starting point of cultivating qualified citizens.

1. Basic responsibilities of the head teacher

The head teacher is the leader of the class, the organizer and planner of the class activities, and the educator of the students, who plays a leading role in the whole class, and is the "soul" of the class body. The head teacher is a management personnel who is fully responsible for the education management of the class students and all class affairs. His main responsibilities are:

1.1 Teach students in political thought, ideological and moral character, and professional ethics.

The head teacher should be in accordance with the school moral education work plan and plan, purposeful, planned political, ideological and moral education, implement the management system, cultivate correct political ideas and good behavior habits and psychological quality, create a good class, form a positive, united and friendly class style.

1.2 Make work plans, determine class management objectives, and promote students' all-round development.

The teacher in charge in serious work plan, determine the class management goals, both should have moral, intellectual, physical, beauty, labor comprehensive goal, more should have students personality specialty full development goal, should have students, secondary development goals, more should have the underachiever improve goal, so as to promote students' all-round development.

1.3 Guide and help students to improve their learning quality

The head teacher should timely understand and study the students' learning situation, often exchange opinions with the teachers, and balance and control the students' homework burden. Help students to make clear learning objectives, correct learning attitude, guide students to master scientific learning methods, improve learning efficiency, learn all subjects and professional skills, create an atmosphere of comparison, learning, rush, help, super common progress, and combine ideological education in learning.

1.4 Care about students' life and health

The head teacher actively organizes and initiates the students to participate in various cultural and sports activities. Education students love clean, speak hygiene, develop good living habits and hygiene habits, timely pay attention to students' psychological trends, and do a good counseling work.

2. Analysis of the psychological characteristics of students in high vocational Schools

Students in high vocational schools are in a critical period of great physical and psychological changes. At present, due to the exam-oriented education model, family society and other reasons, many higher vocational students face a lot of external pressure in learning, employment and interpersonal communication and internal contradictions, often at a loss.

2.1 There is an inferiority complex, and a lack of self-confidence

Students in high vocational schools generally feel inferior, slim future, individual students have a poor learning foundation since childhood, Look at their own academic performance, and long-term not ideal, lost confidence in the future, muddle along, lack of ambition, often give up on themselves, their parents have certain expectations for them, but to their performance is helpless.

2.2 No interest in learning, and a lack of learning motivation

Vocational school students are generally afraid of learning. There are many reasons for this situation, including social influence, family reasons and school factors. On the one hand, the intense and boring study life is not attractive to vocational school students; on the other hand, some professional courses are too difficult, too demanding, students are difficult to complete the learning tasks, unsatisfactory grades, often criticized, and even beaten and scolded by parents, resulting in a vicious circle between emotions and grades.

3. Strengthen students' concepts in all aspects

3.1 Increase daily communication

I often talk to him, point out his shortcomings in time, and persuade him to try to correct his shortcomings. He also said to change, but because of self-control, discipline violations still occur. However, in the spirit of not giving up on a student, I tried my best to correct his mistakes in time after he violated the discipline, and slowly extended the time when he made mistakes again.

3.2 Strengthen home-school contact

In one contact with his mother, I was surprised to learn that he actually every semester to the parents for 100 yuan per month on the grounds of paying the class fees "class fees", the parents did not verify with me, as long as he asked for money, the parents would give. I told the parents not to always give him as much money as he wants, and should teach him how to save money. Ask parents to pay money, must contact me.

3.3 Have potential, but not high score

Students' scores are not too high, but many people are flexible and alert, with more potential. In the analysis of students' temperament type test, multiple blood accounted for 45%, mixed blood and mucinous accounted for 18%, and mixed blood and bile accounted for 6.25%. We found that lively temperament type is the absolute subject of students. Therefore, higher vocational students are often lively and active, both have the advantages of less dependence, adaptability, strong autonomy, but also have the weakness of poor self-binding force, and have their own views on the society and life. As long as they can repeat the target, they will be talented and can create a good future.

3.4 Sociable and emotionally rich

Many higher vocational students belong to social and emotional personality types. Although they have slightly poor rational cognition, they have strong perceptual experience ability. They are quick to accept new ideas, new ideas, new skills and new information ability, willing to communicate, good at popularity, rich emotions, full of the sense of collective honor and social compassion. If they can, most of them can write moving life stories.

3.5 Actual goals, not picky

Higher vocational students can objectively understand and evaluate themselves, correctly recognize their own development space in the workplace, have good social adaptation and survival ability, hope to play their talents, in the talent market lack of education, diploma into the labor market education, diploma advantage, willing to start from the grassroots, good at "employment, after career; the first survival, after development". Less choosy, and soon it can develop into the business and technical backbone of the enterprise. As long as there is a chance, most higher vocational students will lose no time to improve themselves and achieve achievements.

Brief summary Things that touch the hearts of students are not available, but as long as we do not give up any student and believe that any student has the possibility of success, he has the chance to be recognized and the chance to succeed. As a head teacher, we must have such patience, with painstaking efforts watering, quietly waiting for the sound of flowers.

References:

- [1]Wu Linlin Ling. Analysis of Higher Vocational Students' Psychological Characteristics and Class Management Mode [J]. Cultural Studies, 2021,38 (09): 3-17.
- [2] Chen Na. Discussion on psychological characteristics and personalized Management Measures of Higher Vocational Students [J]. Knowledge Library, 2021 (07): 14-16.
- [3]: Zhang Yanan. Research on the Relationship between Personality Characteristics and Mental Health of Higher Vocational Students [J]. Learning Theory, 2020 (09): 4-7.
- [4] Yu Shaowei. Study on Job-hunting Behavior Characteristics of Higher vocational Students [J]. Going abroad and Employment, 2020,38 (12): 5-8.
- [5], Li Jing. On the Responsibilities of the class teacher [J]. New course, 2020 (01): 3-4.
- [6] Lin Chixiang. Discussion on the responsibilities of college head teachers [J]. Education and Teaching Forum, 2019 (07): 3-7.

About the author:

Dong Xu (November 1981- -), male, Han Nationality, Changzhou, Jiangsu province, master, lecturer, higher vocational student education.