

An effective way and method to cultivate the psychological quality of innovation and entrepreneurship of secondary vocational students -- Taking Nantong Health High Vocational School as an example

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Abstract: Under the background of “mass innovation and mass entrepreneurship”, secondary vocational schools explore a new path to train students’ “double innovation” ability, and the quality of innovation and entrepreneurship psychology is an important factor that determines students’ innovation and entrepreneurship, and it is also one of the problems that secondary vocational schools need to solve urgently. Although the cultivation of students’ innovation and entrepreneurship psychological quality has been carried out for a period of time, there are still problems to be solved. Therefore, this paper takes Nantong Health High Vocational School as an example to explore the effective ways and methods to cultivate the psychological quality of innovation and entrepreneurship of secondary vocational students, aiming at improving the social adaptability of secondary vocational students, increasing the training amount of innovative and entrepreneurial talents, and helping secondary vocational students realize their self-value.

Key words: Secondary vocational students; Innovation and entrepreneurship; Psychological quality; Training strategy

As an important part of China’s education system, secondary vocational schools have trained a large number of professional and skilled talents for the country’s construction and economic development. Among them, many students choose to start their own businesses, actively respond to the call of the country, and put their innovative ideas and personal abilities into the fields they are good at. In many research results, researchers generally believe that strengthening students’ psychological quality is an indispensable link, and good psychological quality is also the premise of students’ successful entrepreneurship, so that they can break through many difficulties and achieve the goal of successful entrepreneurship with firm will. On this basis, the author designed a questionnaire to cultivate the psychological quality of innovation and entrepreneurship according to the actual situation of students in Nantong Health High Vocational School. Through the research, the author believes that teaching students according to their aptitude, designing phased training mode and continuously implementing psychological counseling according to the actual situation of students can comprehensively improve the psychological quality of innovation and entrepreneurship of secondary vocational school students.

I. A survey of the psychological impact and views of innovation and entrepreneurship on secondary vocational students

To cultivate students’ psychological quality of innovation and entrepreneurship, teachers need to take students as the center and make psychological counseling work more effective. In order to clearly grasp the actual situation of students and develop effective ways and methods to provide guidance, the author conducted a questionnaire survey on ten classes of Grade two, three and four in Nantong Health High Vocational School. The number of students participating in the survey was 344. The number of students who actually completed the questionnaire was as follows: 344 people, the questionnaire a total of 19 questions, 18 of which are entitled multiple choice questions, the last one is entitled fill in the blank. The following is an analysis of the statistics of some multiple-choice questions in the questionnaire:

Question 2: Are you interested in innovation and entrepreneurship? [Multiple choice]

Options: Yes, No, not quite sure; Among them, 167 people chose yes, 48.55%; 64 people chose no, the proportion was 18.6%; And 113, 32.85 percent, who didn’t know much about it.

Question 3: Do you have the experience of innovation and entrepreneurship or participate in innovation and entrepreneurship activities?

Options: 0 times, 1-2 times, 3 and more than 3 times; Among them, the proportion of 265 people who chose 0 times was 77.03%; 72 people who chose 1-2 times, the proportion was 20.93%; And seven people who chose three or more times, the proportion was 2.03%.

Question 5: The school has organized some innovation and entrepreneurship competitions, what kind of attitude do you hold towards these competitions? [Multiple choice] 1. Always pay attention to and actively participate in; some pay attention to and occasionally participate in; some pay attention to and rarely participate in; neither pay attention to and actively participate in 47, the proportion is 13.66%; 70 pay attention to and occasionally participate in, the proportion is 20.35%; Of the 188 who were concerned and rarely participated, the proportion was 54.65%; of the 39 who were neither concerned nor participated, the proportion was 11.34%

Question 6: What do you think of secondary vocational students’ innovation and entrepreneurship? [Multiple choice]

Option: Be creative and entrepreneurial. Nothing is impossible. It is impossible to successfully launch innovation and entrepreneurship; Too much trouble to try; Not understanding; Among them, 284 people chose to be innovative and dare to start a business. Nothing in the world is impossible, accounting for 82.56%; 15 people, 4.36 percent, chose impossible innovation and entrepreneurship; 20 people who were too troublesome and did not want to try, the proportion was 5.81%; And the 25 who didn’t know, 7.27 percent

Question 8: What do you think is the difficulty of starting a business?

Option: Startup team; Start-up capital; Entrepreneurial experience; Entrepreneurial environment; Others; Among them, 283 chose the

entrepreneurial team, accounting for 82.27 percent; 298 chose venture capital, or 86.63 percent; 301 chose entrepreneurial experience, or 87.5 percent; 259 chose entrepreneurial environment, 75.29 percent; And the other 27, 7.85 percent

From the selected survey results, we can have a preliminary understanding of the innovation and entrepreneurship of secondary vocational school students. First, from the analysis of students' acceptance of innovation and entrepreneurship education, it can be seen that secondary vocational schools do not carry out innovation and entrepreneurship education, which has not been popularized among students; Secondly, secondary vocational school students have strong vitality and high enthusiasm for entrepreneurial activities, but they lack experience and channels and lack confidence in themselves; According to the feedback results of the survey, most of the secondary vocational students know how to deal with the difficulties in entrepreneurship, but considering their young age and lack of social and life experience, they may not understand the consequences of entrepreneurial failure. From the results given by the students, the author concluded that most of the students did not do a good job in psychological construction.

II. The reason analysis of the psychological impact of innovation and entrepreneurship on secondary vocational students

Most secondary vocational students are not interested in innovation and entrepreneurship education activities. Even if secondary vocational schools organize entrepreneurial practice activities or educational activities, many students still find it difficult to show strong enthusiasm. The main reason is that the secondary vocational school students do not have a clear life plan, lack of market insight, communication and coordination skills for entrepreneurship and other aspects of catching entrepreneurial opportunities. Under such circumstances, various entrepreneurship education activities organized by schools are difficult to attract students' attention, affecting the smooth development of innovation and entrepreneurship education, and thus affecting the cultivation of students' entrepreneurial psychological quality.

III. The effective ways and methods for the cultivation of innovative and entrepreneurial psychological quality of secondary vocational students

Through the investigation and understanding of the students in our school, we can preliminarily understand the focus of training the psychological quality of innovation and entrepreneurship, that is, to mobilize the enthusiasm of students to learn entrepreneurship, guide the students to develop a positive attitude, and be willing to and good at communicating with others. At the same time, it is also necessary to build a good growth and learning atmosphere for students in secondary vocational school, so that they can break through themselves with everyone's encouragement and support. Based on this, the author puts forward the following strategies:

1. Innovate educational ideas and stimulate students' enthusiasm for entrepreneurship

In the process of cultivating students' psychological quality of innovation and entrepreneurship, vocational schools need to change the traditional education concept, comprehensively consider the growth needs of vocational students, face up to their uniqueness, innovate the education model, and carry out the psychological counseling of innovation and entrepreneurship in a way that conforms to the characteristics of vocational students. Under the traditional education model, most secondary vocational schools have adopted a fixed model to popularize innovation and entrepreneurship education to students. However, for secondary vocational students with active thinking and extroverted personality, the stereotyped and one-dimensional teaching method does not meet their cognitive needs. Therefore, in the process of cultivating students' psychological quality, secondary vocational schools can integrate psychological education into all aspects of teaching work and take it as a normal teaching content. In the form of spring breeze and rain, they can guide secondary vocational students to form correct self-cognition and make personal development planning with a positive attitude. For example, in the theoretical teaching, teachers in secondary vocational schools can go deep into students' study and life, give timely encouragement and recognition to them in the process of putting forward new ideas and making bold attempts, and cultivate students' self-confidence. In the process of practice, students are bound to encounter some problems. At this time, teachers need to guide students to adjust their mentality, avoid producing bad emotions and affecting their judgment.

2. Strengthen psychological counseling to cultivate students' positive mentality

In the process of cultivating students' psychological quality of innovation and entrepreneurship, psychological counseling is an essential link. Effective psychological counseling requires teachers to master scientific methods and counseling skills in line with the characteristics of secondary vocational students, establish an efficient communication relationship with students, and further understand the psychological problems of students in innovation and entrepreneurship. In order to strengthen students' entrepreneurial psychological quality, secondary vocational schools can carry out the following two aspects:

First, teachers need to stand in the perspective of students, carefully listen to every problem they explain, even if these problems seem small or even insignificant, but also need to see through the surface of the students' innermost demands. This requires teachers to establish a good relationship with secondary vocational students, so that students can open their hearts to teachers. Only when students encounter problems in study and life can they take the initiative to seek help from teachers, and gradually form the personality characteristics needed for innovation and entrepreneurship. Second, there are obvious differences among secondary vocational students, and teachers need to be sensitive to their daily performance. For students who are unwilling to communicate and seek help, teachers need to master communication skills, take the initiative to step into students' lives, and then formulate targeted psychological counseling programs according to the problems reported by students to help these students get rid of bad emotions. In short, in the process of cultivating students' psychological

quality of innovation and entrepreneurship, teachers need to tap students' psychological growth needs through communication, strengthen psychological counseling work on the basis of needs, cultivate students' positive attitude, and lay a good psychological foundation for coping with various problems in the process of entrepreneurship.

3. Build a psychological communication platform and pay attention to the growth of students

The establishment of a psychological exchange platform for innovation and entrepreneurship can help students solve their learning difficulties in time. In the process of innovation and entrepreneurship education, most secondary vocational schools will design practical links to provide students with real opportunities to practice. In the practice process, most students will encounter problems, if only rely on the help of teachers, many students' entrepreneurial projects will be stalled. At this time, the communication platform will reduce the burden of teachers and provide help for students to solve problems. For example, class communication groups can be set up. In the process of carrying out entrepreneurial practice activities, students can share their own problems in the communication group and explain the difficulties encountered by the group. Usually, other students in the exchange group will actively offer help and open up the ideas of the group students. In the exploratory atmosphere formed by the students, the questioning group will also be infected and encouraged to think positively and come up with new breakthrough plans based on the problems. On the other hand, teachers can conduct psychological counseling according to the performance of students in the communication group, praise the students who make correct responses, and guide the secondary vocational students to consciously form the right mentality to solve problems with the example around them.

Epilogue

In the process of training students' innovation and entrepreneurship ability, secondary vocational schools need to pay attention to students' psychological conditions, and be deeply aware of the impact of psychological factors on innovation and entrepreneurship of secondary vocational students. In this regard, secondary vocational schools need to take measures to deeply understand the real situation of students, such as questionnaires, interviews and psychological interviews, and summarize students' real thoughts on innovation and entrepreneurship. And through the actual investigation and analysis, summarize the practical problems students face in psychology. Then explore effective ways and methods to solve these problems, such as changing the educational concept, paying attention to the psychological demands of secondary vocational students, strengthening psychological counseling, building psychological teaching platform and home-school joint, giving students support and help. These measures are more in line with the situation of secondary vocational students, and can effectively improve the psychological quality of students' innovation and entrepreneurship.

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