

A brief analysis of the construction of campus behavior culture in higher vocational colleges with students as the main body

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Abstract: Campus culture is a school so far after years of grinding, years of condensed into the survival and development of wisdom accumulation and cultural wealth. The construction of campus culture in higher vocational colleges, ultimately to the behavioral culture and can be dynamic transmission and expression, and be inherited by successive students to show the school spirit and style. According to the investigation, the characteristics of campus behavior of students in higher vocational colleges are obtained, and the ideas and countermeasures to strengthen the construction of campus behavior culture are put forward in the aspects of curriculum ideological and political construction, school-enterprise system integration of cultural construction, teachers' behavior construction and so on. Finally realize the students' comprehensive quality cultivation and build a harmonious campus, develop a harmonious society.

Key words: Higher vocational colleges; Cultural construction; Behavior culture

1. Introduction

It is clearly pointed out in the Implementation Plan of the National Vocational Education Reform and the Guiding Outline of Ideological and Political Construction in the Curriculum of Colleges and Universities that the training quality of high-quality workers and technical and skilled personnel should be improved. Higher vocational campus is the main front of higher vocational education reform. The level and quality of personnel training largely depend on the level and quality of campus culture construction.

It is generally believed that campus culture is an organic coordination system project, including campus material culture, system culture, spiritual culture and behavior culture. Among them, the campus behavior culture presents in every corner of the higher vocational school in a dynamic way, which is the terminal expression of the four aspects of campus culture, and its construction has special significance.

A total of 276 questionnaires were collected from 138 three-year students enrolled in a higher vocational college in 2019 and graduated in 2022 through a 3-year follow-up survey and interview. The questionnaires were distributed once at the beginning of each semester and once at the end of each semester from enrollment to graduation. 6 times in total. The interview time was random, totaling 2335 minutes, and targeted to understand students' thinking dynamics, behavior habits, life planning and other topics closely related to college life. The survey found that although these students' behavior at school has individual characteristics, but the commonality is also obvious.

2. Vocational college students' campus behavior characteristics

(1) There is a goal planning but lack of conscious action

97.84% of the surveyed students expressed very clear goals at the beginning of enrollment. Their long-term goals included carefully listening to every course, passing CET-4 before graduation, making preparations for transferring, taking or taking self-exams in order to improve their academic qualifications, participating in more activities or learning more skills in their spare time, and 17.8% of them had even made career plans. Short-term goals, such as winning a scholarship, falling in love, failing the exam and so on. However, in the survey questionnaire at the end of each semester, when asked "what is the biggest regret of this semester?", 84.35% of the students said that they did not complete the planned content. They did not insist on going to the library to study well, did not participate in more activities just as an audience, did not do their favorite things and so on

The reasons vary, but the characteristics of the behavior are consistent: although there are long and short plans for the goal, it is difficult to stick to them; Or they give up before they get started. The root cause is the lack of consciousness and self-control of active action. When the driving force to accomplish the goal is less than the self-control, and the current situation will not have too much influence in a short time, most students will choose their own comfortable way to kill time.

(2) The learning enthusiasm of theoretical courses is lower than that of practical training courses

The biggest difference between higher vocational education and undergraduate education is the difference of training objects. In analyzing and dealing with problems, students in undergraduate colleges are good at starting from the perspective of logical thinking, while students in vocational colleges are better at starting from the perspective of image thinking.

76.73% of the students said they prefer practical training courses. This is because students in higher vocational colleges are characterized by active thinking, willingness to express, strong hands-on ability and high participation in interactive content. Compared with the patient study and exploration of theoretical rigor, they are more willing to accept practical training courses with practical content and independent learning methods. Practical training courses can stimulate students' learning potential and improve their comprehensive skills.

(3) Network behavior and integrity behavior has a strong plasticity

In the past two years, most of the students in higher vocational colleges were born after 2000, the post-00s student group. The post-00s, who grew up in the "Internet +" era, have widely used multimedia tools. Entertainment, interpersonal communication, information acquisition, shopping and other activities can be done easily on the Internet without leaving home. As a result, most students regard the

Internet as their main way of life and spend most of their time on the Internet.

Vocational college students' network behavior and integrity behavior is limited by their own age, psychology, life experience is not mature, but also affected by many factors, such as class style, teacher guidance, education propaganda and so on. Because of its strong plasticity, if properly guided, not only can optimize the network behavior, but also reduce the behavior of dishonesty.

(4) Vocational skill level is better than professional behavior quality

The common phenomenon of higher vocational students is that they still stay in the thinking of students, enter the role slowly in the internship stage, need to slowly adapt to the working state and professional life, have not yet professional thinking, so less professional behavior, such as fast learning and output, theory applied to practice, result-oriented.

Technical skills can be learned through the establishment of a three-year curriculum system at school, and can also be timely incorporated into the latest theories and technologies into the training program and teaching content through school-enterprise cooperation. However, professional habits and professional ethics and other professional behaviors are universal professional qualities that get rid of the professionalism of technical skills, and cannot be realized through a certain course or several courses. At the same time, the formation of professional habits is a slow process, need to be constantly strengthened and trained, in order to achieve the due effect.

3. The significance of strengthening the construction of behavioral culture in vocational college campus

(1) The construction of behavioral culture is the ultimate embodiment of the construction of campus culture

Compared with other cultural contents in campus culture, behavioral culture has more explicit display and expression attributes. Every student has the imprint of his past school in his learning experience, which is most directly reflected in his behavior. The behavior should be based on the identification and inheritance of spiritual culture, the appreciation and utilization of material culture as the basis, and the observance and maintenance of institutional culture as the guarantee.

(2) The construction of behavior culture is a strong guarantee for building a harmonious campus and a harmonious society

The school carries on the regular work of enrollment and graduation every year. No matter the prospective freshmen who come to visit the school, the students who have already enrolled in the school, or the graduates who have left the school for many years, they all gain a sense of identity and belonging through campus behavior, so as to have a sense of responsibility and mission in their behavior. How to keep a good campus culture among the constantly updated students, we need to promote the construction of behavioral culture in the way of "three comprehensive education", so that the meaning of campus for students is not only the three years in school, but also can extend to before and after school, so that the harmony factor conveyed by the campus, spread to the society.

(3) The construction of behavior culture is an important means to cultivate students' comprehensive quality

Students may not clearly remember the connotation and requirements of campus material culture, spiritual culture and institutional culture, but they must know clearly what behavior will produce what results. Freshmen, through the guidance counselor and class teacher, or through counseling, will know the boundaries of campus behaviors, which behaviors are encouraged, allowed, and prohibited. The significance of the construction of campus behavior culture, for the cultivation of students' comprehensive quality, is not an overnight formation, but to make the behavior beneficial to students naturally internalized in the students' every move and every word and action through continuous strengthening on campus.

4. Thoughts and countermeasures of the construction of campus behavior culture in higher vocational colleges

By summarizing the characteristics of campus behavior of students in higher vocational colleges and analyzing the significance of strengthening the construction of behavioral culture in higher vocational colleges, the following thoughts and countermeasures are put forward for the construction of behavioral culture in higher vocational colleges.

(1) Take spiritual and cultural construction and curriculum ideological and political construction as belief, sublimate behavioral consciousness

Just as the spirit of a country represents its internal development power, the spiritual culture of a school is also the soul of the campus culture. The right values guide the ideology and the right ideology directs the behavior. Therefore, the source of the construction of behavior culture lies in the unification of ideology. Only "heart" to think, "strength" to the same place.

Activities such as "Artisans from major countries enter the Campus" and "Model Workers enter the Campus" have been held, inviting artisans and skilled craftsmen from major countries to share their skills and experience with students regularly in the form of lectures and other forms as visiting professors. On the one hand, we need to learn the excellent techniques and skills of craftsmen and craftsmen. On the other hand, we need to make their spirit of excellence become the belief in the hearts of students. Maybe one day, one of the students I once listened to will be a great craftsman and skillful craftsman in the future.

In addition, according to the general requirements of the Ministry of Education for ideological and political construction of the curriculum, teachers should adhere to the guidance of Marxism in the course of teaching, timely guide students to love the people and the collective, and have the aspiration of home and country and the professional character of benefiting the people through the world. Party teachers should play an exemplary role in the vanguard and take the lead in promoting the "three-in-one education".

(2) Standardize the boundaries of behavior based on the integration of the school-enterprise system and cultural construction

System culture reflects a school's philosophy of governance. Higher vocational colleges should follow the behavior characteristics of higher vocational students' weak consciousness, and give play to the role of heteronomy on the basis of guiding students' self-discipline. On the premise of being conducive to students' physical development, psychological development and social development, the code of conduct conforming to the growth law of students in higher vocational colleges should be formulated.

Strengthen the depth of school-enterprise cooperation, the school code of conduct and enterprise rules and regulations interactive integration, jointly standardize the boundaries of students' behavior. Beyond the boundary is the red line, which is the forbidden area of law and morality; Within the boundary, students are encouraged to make a difference and make reasonable innovations. Counselors or class teachers can be responsible for the daily maintenance of school-enterprise cooperation, the dissemination of enterprise business philosophy, the formation of enterprise code of conduct and professional habits, so that class management can become the prelude to students' entry. For example, in the selection and appointment of class cadres, the application of enterprise thinking. Before the selection of class cadres, please introduce the responsibilities of class committee members to the new students, called "job description"; The theme of the class meeting on election day should be "job interview" instead of "class committee election". According to the rules of the enterprise, regular meetings should be held to discuss the class development during the term of office; If he/she performs poorly during his/her tenure, he/she cannot be reappointed and needs to be reappointed. This kind of in-depth cooperation between school and enterprise not only cultivates students' rigorous and pragmatic work style, but also sets an example for class cadres to set an example for themselves as professionals, and establishes the authority of class committee members in front of the whole class, forming a good class style.

(3) To the teacher behavior construction as a yardstick, set an example of behavior

The main body of campus culture practice is not only students, but also teachers. "Learning high as the teacher, the body is the model", is the Chinese famous patriotic educator and thinker Mr. Tao Xingzhi's ardent expectations for teachers. The role of teachers in the construction of students' behavior culture mainly includes the demonstration of professional ability and professional behavior.

Article 12 of the Implementation Plan for the Reform of National Vocational Education sets forth the requirements for teachers' working experience in enterprises. On-the-job teachers in higher vocational colleges can also improve their understanding of market demands and update their technical skills and knowledge in time through school-enterprise cooperation. Teachers can not only use theoretical knowledge to preach to vocational students, but also according to the characteristics of students' strong practical ability, appropriately increase practical training courses, lead students to practice the latest technical skills and working methods of this major, and through their own work love and dedication behavior and strict observance of professional ethics, as the early "how to treat work" for students.

5. A summary

Campus behavior culture construction of higher vocational colleges, schools, teachers and students are participants. However, whether it is the development of the school or the promotion of the teachers, the ultimate goal is to carry out the fundamental task of cultivating virtues and talents and realize the all-round development of the students through the construction of the general pattern of full-personnel education, whole-process education and all-round education. In the process of the construction of campus behavior culture in higher vocational colleges, the formation and improvement of students' good behavior accomplishment is not in a day; The effect of behavioral culture construction will not be immediate. However, as long as we keep our original intention and firm belief and follow the direction of the development of vocational education in the new era, we will eventually achieve a bright future.

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