

A Brief Discussion on Study-weary of Secondary Vocational School Students and Coping Strategies

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Abstract: In the context of the new era, the state pays increasingly attention to the development of vocational and technical education. The "National Vocational Education Reform Implementation Plan" clarifies the development direction of secondary vocational education. Although secondary vocational education has made certain progress in recent years, there are still a large number of students with a rather severe degree of study-weary. The root cause lies in that these students have a basic learning ability before entering secondary vocational schools, and due to the discrimination in secondary vocational education and low social identity, they develop the study-weary. This paper provides an in-depth analysis of the reasons for the study-weary among secondary vocational students and gives reasonable countermeasures, in order to help improve teaching at this stage.

Keywords: Secondary vocational school, Study-weary, Countermeasure.

1. Introduction

At present, the admissions policy of secondary vocational colleges is mainly based on registration, with no minimum admission score line and the quality of students is generally poor. At the same time, the number of students from rural families, low-income families and single-person families is also increasing, who have insufficient financial support from families, lack parental care, bear generally low academic style of secondary vocational schools, and have low enthusiasm for learning, which are important factors leading to the withdrawal of secondary vocational schools. It is without doubt that the causes of school boredom are not only these, there are many external and internal factors. That aside, the reasons for study-weary vary from student to student. In order to solve these problems, it is necessary to strengthen the study of these problems, and at the same time link these problems with the actual situation of students, so that they can better understand these problems and therefore can correctly resolve them in the shortest possible time.

2. Thought on Phenomenon of Study-weary

The study-weary refers to students' deviation from learning understanding and emotional antipathy to learning, which is a psychological phenomenon that produces disgust with learning, and is a specific manifestation of dissatisfaction with study life. That aside, it is also a common problem among secondary vocational students. Therefore, in order to effectively solve the problem of "study-weary" that plagues secondary vocational education students, it is necessary to start from the fundamental cause of "study-weary", find out the root of "study-weary", and find a way to "solve the confusion", which also lays necessity and significance of exploration of paper.

3. Reasons of The Appearance of Study-weary

3.1. Influence of social stereotypes, discrimination of Secondary Vocational Education

At present, there is widespread prejudice and discrimination against technical skills personnel and secondary vocational education in China. Since ancient times, China has had the traditional idea of "emphasizing learning and underwriting art", which still seriously restricts our objective understanding of technical skills. At the same time, due to the long-term marginalization of secondary vocational education, the conditions for running schools and teaching power are relatively average, and there are also many restrictions on the choice of career and further education of graduates. Therefore, in this case, secondary vocational college students lack confidence in their education, which contributes to the appearance of study-weary.

3.2. Low sense of learning efficacy and lack of self-confidence among students

Learning efficacy is the application of Bandura's theory of self-efficacy to the field of learning, which refers to students' confidence in whether they can use the knowledge and skills they have learned to complete learning tasks. Most of the students in secondary vocational colleges are those who fail the high school entrance examination, and they have been hit by their grades many times during secondary school, which makes them have a low sense of learning effectiveness. According to the survey, 60% of secondary vocational students have low self-esteem in learning, which will make them lose the motivation to struggle, let them doubt their future, make them become negative, and when their motivation to learn is weakened, they will lose their enthusiasm for learning, so that they will completely abandon their studies.

3.3. The student is dissatisfied or not interested in major

Most of the children who have just entered the secondary voluntary schools are fourteen and fifteen-year-old children, who do not have enough cognition to think about their careers and life plans, and they have not conducted systematic research on professional development prospects, employment directions, social values, etc. Some students choose a major either because of the suggestion of others or because they are forced to choose so. Therefore, the major they choose often does not match their expectations and interests, resulting in their study-weary. At the same time, due to the low level of social recognition of the students of secondary vocational schools, it is easy to produce bias against secondary vocational education, which restricts the further in-depth study of secondary vocational education teaching. Due to the lack of systematic vocational knowledge and personal stereotypes, secondary vocational students will gradually lose the direction of learning in the long run, which will affect the motivation to learn.

3.4. Excessive expectation of employment and heavy blow from the reality

For most of the secondary vocational students, it is difficult for them to recognize their own situation, and it is easy to have lofty fantasies about their future, which will produce a huge gap when compared with the actual situation, leading to a psychology of the study-weary. If they cannot face up to their situation and blindly pursue high-paying jobs and a cozy working environment, it is not conducive to the long-term development of secondary vocational students. Due to the limitation of educational level, graduates of secondary vocational schools are basically unable to enter government offices. With the large-scale enrollment of undergraduate and even postgraduate students, graduates of secondary vocational schools still have to "vie for the jobs" with college students, which is also likely to cause the psychology of "to undergo education is useless".

4. Strategies for Study-weary of Secondary Vocational School Students

From the above analysis, it is not difficult to see that the current problem of secondary vocational students' study-weary is very common, and has affected the teaching and the development of secondary vocational schools, which needs to be solved in a timely manner to effectively eliminate the study-weary in the student group and expediently improve the learning efficiency of secondary vocational students.

4.1. Guidance of social concepts and take two measures to establish a correct concept of vocational education

Only by making the general public clearly aware of the role of secondary vocational education and technical talents in economic and social development can people's views on secondary vocational education be gradually changed. To first improve vocational education legislation, it is necessary to clarify the qualifications and promotion mechanisms of teachers in vocational colleges, and strengthen the responsibilities and rights of vocational education planning and financial supervision. Second, we must adhere to the

correct guidance of public opinion, make full use of the central and local mainstream media and emerging media, vigorously carry out the publicity of vocational education, commend craftsmen and labor models in large countries, carry forward the most glorious social custom of labor, and change the public's prejudice against skilled workers.

4.2. More encouragement and enlightenment from teachers to eliminate students' sense of self-abasement

In view of the negative and sense of self-abasement of higher vocational students, secondary vocational teachers should play a guiding role, motivate and inspire students, so that students can discover their own advantages and learn to live peacefully with their own shortcomings. Secondary teachers should encourage and praise more in the classroom, so that students can experience the feeling of being fended for and recognized, and gradually change their views. In addition, teachers should also guide those students who are not optimistic about future, let them face their own advantages and disadvantages, learn to coexist harmoniously with them, make them learn to correct shortcomings, see their own advantages, and envisage their future, so as to enhance their self-confidence and stay away from study-weary.

4.3. Innovate teaching methods and eliminate students' thoughts of disgusting with majors

To overcome students' study-weary, we can innovate in terms of teaching, optimize teaching methods, stimulate students' interest in learning and exploration, and make students' study-weary disappear. Innovative teaching methods enable students to experience more in practical operation, make the theoretical knowledge of books lively, find their own interests in the major, and gradually become interested in their chosen major. In addition, in terms of teaching methods, we can also create a specific environment through innovation. That aside, through the continuity of scenario stories, we enable them to feel charm of learning, get happiness in process of thinking, let secondary vocational students fall for majors, and let them no longer disgust learning.

4.4. Formulate scientific career plans to break through the employment dilemma

Secondary vocational teachers should treat each person's personality objectively, and at the same time stimulate their motivation for professional theoretical knowledge and the pursuit of future careers. In order to break through the current employment dilemma, it is necessary to crack down on the social barriers to the employment of secondary vocational school graduates at the national level. First, relevant laws and regulations should be formulated in accordance with the law, and government agencies and public institutions should provide specific jobs for secondary vocational school graduates; Second, it is necessary to clean up employment discrimination against secondary vocational students in industries with superior environments and favorable salaries, such as culture and entertainment, health and social work; Third, we should strengthen financial subsidies for enterprises, improve the incentive and constraint mechanism for school-enterprise cooperation, and encourage enterprises to hire graduates of secondary vocational schools.

5. Conclusion

The study-weary among secondary vocational students in recent years has been increasingly prominent. To mitigate such dilemma, teachers have to infiltrate the ideological education into classes and guide students to actively immerse themselves into the study and exploration of the expertise of their majors, so as to find out an educational approach that complies with the needs of the society and era. We implement ideological and political education professional courses. Quality and moral literacy education is permeated throughout entire teaching and the educational concept of moral education as the emphasis, ability as the emphasis and overall development is proposed. We adhere to principle of foster morality and cultivate people and regard innovation capacity and ideological and moral quality as priority when it comes to cultivating talents, through which more talents will be fostered.

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