Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 6, No. 3, 2023

Study on the Critical Attitude of College Students' Self-Awareness and Social Status to the People Who Are not in School

Congxi Yang

Columbia School, 729 SW Federal Highway, Suite 200, Stuart, FL 34994, USA

Abstract: The purpose of this study is to explore the relationship between the self-awareness of college students and the critical attitude of social status to the people who are not in school. Through questionnaire survey and in-depth interviews with a large number of college students, combined with relevant literature review, this study deeply analyzes this complex and important social psychological phenomenon from the perspective of psychology and sociology. The results show that there is a certain correlation between the self-awareness level of college students and their critical attitude towards the people who are not in school. Students with high self-awareness tend to show a certain sense of superiority, which leads to a certain critical concept of the people who are not in school. This phenomenon may be related to the successful experience of college students in academic and social fields, which may lead to psychological prejudice against others. This study not only provides a new perspective for deeply understanding the social psychological phenomenon of college students, but also provides the basis for empirical research to promote social harmony and the healthy development of interpersonal relationships. Future research should further explore the formation mechanism of critical attitude in order to formulate more effective intervention measures.

Keywords: Critical Attitude; Self-Awareness; Social Status.

1. Introduction

In contemporary society, as a special group, college students' self-awareness and social status occupy an important position in the whole social structure. As a group with higher education, college students' knowledge and skills make them competitive in the job market, and at the same time give them certain social responsibilities. However, whether this special status will lead college students to have a certain critical attitude towards the people who are not in school has become a social issue of great concern.

Self-awareness is the reflection of individual's own cognition and understanding, while social status is the recognition and evaluation of individual's status and role at the social level [1]. During their stay at school, college students have gradually formed a unique self-awareness through their participation in academic and social activities, and their social status has gradually become prominent in this process. Whether this unique position will lead to a certain degree of superiority or critical attitude of college students towards the people who are not in school is a question worthy of in-depth study.

The purpose of this paper is to make a comprehensive study of college students' self-awareness, social status and their critical attitude towards the people who are not in school, so as to explore the special behavior and psychological phenomenon of this group in social communication. Through the investigation and analysis of college students, we will deeply explore the possible factors in the process of forming self-cognition and social status of college students, and whether these factors are related to the critical attitude towards non-college students. This study will help to better understand the positioning of college students in society, promote the rational thinking of the relationship between college students and non-college students, and provide theoretical and practical support for building a more harmonious social relationship.

2. The Formation and Influencing Factors of Social Status and Critical Attitude

Social status and critical attitude are two important concepts in social psychology. Social status involves the individual's position in the social structure, while critical attitude is the individual's evaluation tendency to others, groups or things. Social status refers to the relative position of individuals in the social structure, which usually involves education level, occupation, economic situation and so on. The difference of social status reflects the difference of social hierarchy and structure [2-3]. The formation of social status is influenced by many factors, including but not limited to family background, educational experience, career choice and individual efforts. These factors are intertwined, shaping the individual's position in society.

Critical attitude is the positive or negative evaluation tendency of individuals to others, groups or things. It reflects individual ideas, beliefs and cultural values, and plays an important role in social interaction. The formation of critical attitude is influenced by many factors, including socialization process, cultural inheritance, group identity, personal experience and so on. Individuals gradually form their attitudes towards others and things through social interaction and cognitive process.

The social status of an individual is often related to his critical attitude towards others [4-5]. Individuals with high social status may show a certain sense of superiority and criticize those with low social status, while individuals with low social status may experience social injustice and have a negative attitude towards those with high social status. Individual's critical attitude may also affect their future social status. A positive critical attitude may encourage individuals

to pursue success and social recognition more actively, while a negative critical attitude may lead to social exclusion and isolation [6]. There is a complex relationship between social status and critical attitude. A deep understanding of these relationships will help us better understand individual differences, social structure and cultural dynamics in social psychology.

3. Investigation and Analysis on the Current Situation of College Students' Self-Awareness Development

The research object is the junior students in a university in Chengdu. The choice of junior year is mainly based on the fact that these students have entered the university for three years, and their self-awareness development level has been relatively mature, stable and more representative. In this questionnaire survey, 236 questionnaires were sent out, 228 were recovered, and 225 were valid. The effective questionnaire recovery rate was 95.33%. There are 169 boys and 56 girls.

There are 20 questions in the questionnaire, which are divided into three dimensions: self-experience, self-knowledge and self-control according to the three psychological components of self-awareness. Each question has four options, which represent affirmative, general, uncertain and negative situations respectively. The scores of the options are 5 points, 3 points, 1 point and 0 points in turn. The score of each dimension represents the development level of students in the corresponding psychological components of self-awareness, and the total score of the three dimensions represents the overall development level of students' self-awareness. The higher the score, the higher the development level of self-awareness.

In order to better combine the development level of students' self-awareness with the background of high-quality higher education, this paper matches the students' critical attitude with the results of the questionnaire survey and makes a correlation analysis. The correlation between the overall score of the questionnaire and students' critical attitude is analyzed, and the overall correlation coefficient is 0. 56, which shows that the development level of students' self-awareness is closely related to students' critical attitude, showing a positive correlation. The higher the development level of students' self-awareness, the more critical attitude they get.

Furthermore, the dependence between students' self-awareness and critical attitude is analyzed and determined by linear regression. Take critical attitude as the dependent variable and self-awareness score as the independent variable for linear regression analysis. Figure 1 is a linear regression diagram.

The data show that linear regression has a good fitting degree. The data also shows that the development level of students' self-awareness can predict their critical attitude. The positive correlation between the development level of self-awareness and critical attitude also reveals that self-experience is the basis of self-awareness and self-control development, which plays a prerequisite role in the overall development level of self-awareness and is a key factor.

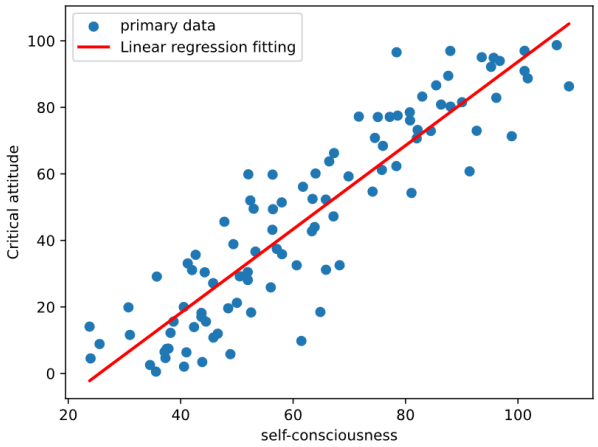


Figure 1. Linear regression graph

4. Ways to Improve Students' Self-awareness

The improvement of students' self-awareness is very important for their all-round development. Self-awareness involves individuals' understanding of their own cognition, feelings and values, which has an important impact on students' growth, academic success and social adaptation.

4.1. Cultivation of Cognitive Consciousness

Students' cognitive awareness is the cornerstone of building their self-awareness, which has a far-reaching impact on individual academic development, emotional management and social interaction. Students need to know their own uniqueness in cognition and learning style. Educators can guide students to realize that everyone has unique learning styles and strengths through personalized learning and diversified teaching methods [7]. By reflecting on the learning process and personal behavior, students can gradually establish the depth of their cognition. Educators can introduce learning diaries and reflective papers into teaching, so as to encourage students to think and understand their own cognitive process actively.

By learning different metacognitive strategies, students can better plan the learning process and monitor the learning effect. Educators can provide training in metacognitive strategies to help students learn how to learn more effectively. By cultivating students' problem-solving ability, we can help them to recognize problems and find solutions more actively when facing difficulties and challenges. This helps to enhance students' confidence in their cognitive ability.

Students need to realize the close relationship between emotion and cognition. Provide emotional management training to teach students how to better understand and manage their emotions through cognitive adjustment. By setting clear academic and personal goals, students can better understand their expectations and motivations [8-9]. Educators can guide students to learn to set achievable short-term and long-term goals and enhance their enthusiasm for self-cognition.

The cultivation of students' cognitive awareness is one of the important ways to improve their self-awareness. Through the cognition of cognitive differences, the cultivation of metacognitive ability and the development of emotional cognition, students can know themselves more comprehensively and enhance their active control over their studies and life. In educational practice, educators can adopt diversified teaching methods and training strategies to help

students establish positive and profound self-cognition.

4.2. Cultivation of Emotional Consciousness

Emotional awareness is a key part of students' all-round development, and it is very important for building a positive self-image, promoting healthy interpersonal relationships and effectively coping with life challenges. Emotional intelligence refers to the ability of individuals to identify, understand, express and manage their own and others' emotions. Cultivating students' emotional intelligence helps them to know their own emotional state and the emotional needs of others more comprehensively. Encourage students to express their feelings through language and art, and help them better understand and communicate their feelings. Educators can stimulate the creativity of students' emotional expression through activities such as writing, painting and drama. Guide students to identify their own and others' emotional expressions. Through the training of emotional identification, students can understand their feelings in different situations more accurately. Cultivate students' effective emotional self-regulation strategies and help them deal with setbacks and pressures better. This includes deep breathing, positive thinking, seeking support and other ways to promote the positive expression and processing of emotions.

Create a supportive learning and social environment, encourage students to share their emotional experiences, and cultivate their ability to listen to others' emotions. By sharing with each other, students can better understand the emotional needs of themselves and others. Cultivate students' emotional intelligence in the collective through teamwork learning. Students learn to understand and respect others' emotions in teamwork and form positive social emotions [10]. Integrating emotional education into curriculum design enables students to experience the importance of emotional cognition and management in different disciplines. Through case analysis and group discussion, students' ability to understand and deal with emotional problems can be improved. Advocate a positive campus culture, create a supportive learning environment and encourage students to actively express their feelings by holding theme activities and mental health lectures.

Through the cultivation of emotional intelligence, the development of emotional cognition, the construction of social emotion and the integration of emotional education, students can understand their emotional needs more comprehensively and profoundly and enhance their emotional wisdom for themselves and others. In educational practice, educators should pay attention to the integration of emotional education to help students develop in an all-round way in the emotional field.

4.3. Clarity of Target Values

Students' goal values have shaped their behavior, decision-making and life direction to a great extent. Clear goals and values help students to better understand themselves and guide their efforts to develop in a clear direction. Students need to set specific and operable academic goals in order to better quantify their efforts. For example, set a goal to improve the performance of a course or complete a specific research project every semester. Educators can guide students to divide long-term career or academic goals into short-term goals and make corresponding time management plans. This helps students to make clear their own direction and direction of efforts at each stage.

Students need to think and define their core values, which will help shape their code of conduct and attitude towards life. Educators can guide students to think about the core beliefs about life, society and morality through discussion and writing. Students' goal values should be consistent with their personal development to ensure that their efforts and decisions are in line with their fundamental beliefs. Educators can help students to define the values that are compatible with their personal development through curriculum design and counseling activities.

Educators can teach students to establish a self-motivation mechanism so that they can deal with difficulties more actively when facing challenges. Self-motivation helps students keep pursuing their goals. Establish a reward system to link students' efforts with achieving their goals. This not only helps to stimulate students' enthusiasm, but also helps to consolidate the clarity of target values. By participating in voluntary activities and social practice, students can have a deeper understanding of their social values. This helps to combine personal goals with social responsibility. Students need guidance from tutors to help them define their goals and values in their personal development and career planning. Tutors can provide experience sharing and suggestions to guide students to better understand their own development direction.

The clarity of students' goal values is one of the important ways to improve their self-awareness. By setting clear academic goals, defining core values, cultivating self-motivation and social participation, students can know themselves more comprehensively and move towards the goal of personal development more effectively. In educational practice, educators need to pay attention to students' individual differences and help them better define their goals and values through personalized guidance and counseling.

4.4. Cultivation of Social Consciousness

Students' social awareness plays a key role in shaping their interpersonal relationships, communication skills and teamwork ability. Cultivating students' social awareness helps them to know their position in the social environment more comprehensively, establish positive interpersonal relationships and promote individual development. By cultivating students' emotional intelligence, we can help them better understand and perceive others' emotions. This helps students to know their influence in social interaction more comprehensively and improve their ability of emotional expression and acceptance. Guide students to realize the importance of others' emotional state to social relations. By sharing feelings, listening to others and expressing concern, students are encouraged to understand others more deeply and establish positive social connections.

Educators can teach students to pay attention to nonverbal communication, including body language and facial expressions. This helps students to understand the emotional state of others more accurately and improve the communication effect. Encourage students to express their views and feelings, and cultivate them to actively listen to others. This helps students better understand the needs of others and build mutual trust and resonance. Cultivate students' sense of teamwork through team projects and collaborative learning. This will help students to fully understand their role and contribution in the group and promote good team relations. Educators can guide students to learn to deal with conflicts effectively and cultivate their

social intelligence. This includes learning to express opinions properly, listening to each other's views, and seeking win-win solutions. Although social networks are important social tools, face-to-face communication is still crucial. Educators can organize various social activities to provide students with opportunities to practice and improve their face-to-face communication skills.

Cultivating students' social awareness is one of the important ways to improve their self-awareness. Through the cultivation of emotional intelligence, positive communication skills, teamwork and cooperative spirit, and the effective use of social networks, students can fully understand their role in social interaction and establish positive interpersonal relationships. In educational practice, educators need to guide students to cultivate social awareness and help them better adapt to the social environment through diversified methods.

5. Conclusion

It is found that there is a certain correlation between college students' self-awareness and social status and their critical attitude towards the people who are not in school. Students with high self-awareness and prominent social status are more likely to show a certain sense of superiority and have a certain critical attitude towards the people who are not in school. This may be related to the self-confidence and competitive pressure accumulated in the academic environment. Social status has played a significant role in the critical attitude of college students. The research shows that there is a positive correlation between the improvement of social status and the critical attitude towards the people who are not in school. This may be related to the sense of social identity and superiority brought about by the improvement of social status, which leads college students to be more inclined to evaluate the people who are not in school. This study deeply analyzes the relationship between the self-awareness of college students and the critical attitude of social status to the people who are not in school, which provides important clues for understanding the social and psychological dynamics within the college students. However, the research on promoting social harmony and reducing critical attitude still needs to be further explored to formulate more targeted intervention and education strategies.

References

[1] Shen Xinxin,&Li Yue. (2018). Study on self-awareness and social evaluation of college students' employment. Reading Abstracts, (5), 1.

[2] Guo Shujie,&Guo Xiaobei. (2019). Study on the influence of self-awareness on college students' personality development. Times Report: Academic Edition (10), 2.

[3] Li Yuan. (2021). Study on the influence of excellent traditional culture education on college students' self-awareness. Taste Classics, 000(014), 37-40.

[4] Jia Qiming. (2019). The Development of College Students' Self-awareness in the Network Environment-Comment on "Research on College Students' Mental Health Education in the Network Environment". China University Science and Technology (10), 1.

[5] Liu Huifang,&Ma Xuanbao. (2018). Related Research on Consumer Psychology and Self-awareness of Higher Vocational College Students. Campus Psychology, 16(5), 4.

[6] Shi Linling, & Wang Aiqing. (2023). On the self-awareness and interpersonal relationship of college students in higher vocational colleges-taking the investigation of two higher vocational colleges as an example. Western Journal (9), 144-148.

[7] Xu Xiaofei, & Zhang Yuqiang. (2020). A preliminary study on college students' physical self-awareness. Journal of Mudanjiang Teachers College: Social Science Edition (3), 7.

[8] Wang Shuai, & Zhang Zhuoqun. (2017). Study on the development characteristics of contemporary college students' self-awareness. Chizi, 000(021), 228.

[9] Chai Dan. (2019). Study on the Influence of College Students' Self-awareness Intervention on Mental Health. Western Journal (22), 3.

[10] Li Wuyi, Ma Ying,&Na Li. (2017). Research on the ways to inspire college students' self-education ability based on self-awareness. Intelligence (9), 1.