

Analysis on the Current Situation of Self-cognition of Vocational College Students and Educational Support Strategies

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Abstract: Students' self-awareness is of great significance in preventing their mental health problems, improving learning efficiency, and promoting career development. Strengthening self-awareness education for vocational college students should run through the entire process of vocational education. This article takes the self-awareness of vocational college students as the research object, analyzes the current situation of students' self-awareness, clarifies the main objective factors that affect self-awareness, and specifically explores the educational support strategies that schools can provide to improve the self-awareness level of contemporary vocational college students and promote their healthy development.

Keywords: vocational education; mental health; Self cognition; Education Support Strategy

1. Introduction

Those who know others are wise, and those who know themselves are wise. Only by clearly recognizing one's own strengths and weaknesses can one actively leverage one's own advantages and enhance social competitiveness. Self cognition, also known as self-awareness, or self, is an individual's understanding and evaluation of their physical and mental activities. Brindley, G. 1989, a famous American psychiatrist and a representative of the New psychoanalysis School, believes that the role of the self is to build people's sense of self-identity and meet people's need to control the external environment. When people lack a sense of self-identity, they will feel confused and disappointed, which will lead to a crisis of self-identity. Self identification is of great significance for individuals to maintain mental health, and the key to forming self identification is for individuals to have a comprehensive and correct self-awareness of themselves[1]. Students in vocational colleges are in their youth and face the task of forming self-identity, which requires the formation of a consistent and holistic self-concept. This article takes students from vocational colleges as the research object, and analyzes the current situation and influencing factors of their self-awareness to understand the development of their self-awareness, thus providing support for the direction of quality education in vocational colleges.

2. The current situation of self-awareness among vocational college students in the new era

Vocational college students are currently in their adolescence and are transitioning and developing towards adulthood. Their self-awareness level has begun to make new breakthroughs, and compared to earlier times, their interactivity with the external environment has begun to increase. They have begun to explore the world externally and gradually plan their own expectations internally. Due to the interaction of comprehensive factors such as family environment, school environment, and social environment, vocational college students may exhibit unique self-awareness characteristics.

2.1 Continuous enhancement of autonomy awareness

Unlike the subject education received in schools during childhood and early adolescence, after entering vocational colleges, students often receive education that focuses more on personal abilities. Universities provide students with more spare time, and a relatively free campus life allows them to explore their own fields of interest on their own and enhance their social relationships. Therefore, students at this stage have a high level of acceptance and a strong thirst for knowledge. They are willing to actively explore new things based on their past experience and knowledge, integrate their

new ideas, viewpoints, and skills, and propose their own unique insights.

2.2 Weak self-awareness monitoring ability

After entering vocational colleges, most students have not yet successfully transitioned from "other control" to "self-control" in their minds, reaching a higher level. Compared with the junior and senior high school period when they directly received guidance and supervised learning, the learning and life of vocational colleges need students to control themselves. While relatively free, many students cannot make reasonable judgments and decisions. Faced with increasing social pressure, although they have a certain understanding of their own cognitive activities, they still habitually rely on others and often cannot scientifically monitor themselves, amplifying difficulties and avoiding them.

2.3 Onesidedness in self-awareness

Everything is one and two sides, and the level of self-awareness development of vocational college students is also the same. Vocational colleges tend to cultivate talents with high-level technical skills, attach importance to the cultivation of students' practical abilities, and their abstract thinking and cognitive abilities are relatively weak. Students in vocational colleges are currently in their adolescence and are transitioning and developing towards adulthood. Their self-awareness level has begun to make new breakthroughs, and compared to earlier times, their interactivity with the external environment has begun to increase. They have begun to explore the world externally and gradually plan their own expectations internally. Everything is one and two sides, and the level of self-awareness development of vocational college students is also the same. Contemporary vocational college students tend to have a one-sided tendency towards self-awareness during their school years as they cross grades. Freshman students tend to use college entrance examination scores and academic performance as core measures of self-awareness, making them more prone to excessive or one-sided self-awareness[2]. After entering the senior year, students face confusion and pressure when making choices such as pursuing higher education or employment, which can easily lead to anxiety and irritability, and exhibit strong self-awareness.

Especially with the development of global informatization, it provides contemporary college students with a broader learning platform and resources, and also makes their self-awareness environment increasingly complex. In the new situation, facing increasing social pressure and a diverse environment, college students need to invest more energy in adapting and self-adjusting to prevent some students from experiencing psychological health problems such as depression and anxiety due to improper self planning. The traditional guidance path has little effect on improving the cognitive level of college students, so it is particularly important to choose appropriate self-cognition and scientific and reasonable self-adjustment methods to improve the level of students' self-cognition. Only in this way can we better help students establish a correct outlook on life, values and the world, enhance students' self-efficacy, and promote students' healthy development.

3. The influencing factors of vocational college students' self-awareness

Research has found that the self-awareness of vocational college students is influenced by both objective and subjective factors, which can be divided into personal and environmental factors. The long-term effects of family growth environment, learning environment, and social environment on individuals during their growth period, coupled with individual differences among students, all affect the formation of an individual's outlook on life, values, and worldview; Subjective factors mainly include personality traits, emotional factors, cognitive ability factors, target factors, etc., which are greatly influenced by objective factors[3].

This article mainly analyzes the objective factors of vocational college students, including the following:

3.1 Personal factors

The study of individual natural factors includes individual gender and ethnicity. In terms of gender factors, statistical analysis has found that there are significant differences in the self-awareness level of vocational college students between genders, specifically manifested as boys holding more positive evaluations and emotions towards their psychological attributes, body, self-appreciation, and social

roles than girls. Vocational college students generally come from rural families, and the concept of prioritizing boys over girls still exists in some areas. Therefore, boys are highly valued and have a higher level of self-awareness; In terms of ethnic factors, Han students have a higher level of self-awareness than minority students, which is also influenced by traditional Chinese Confucian culture. Han students have a higher level of self-awareness.

3.2 Environmental factors

The self-awareness level of contemporary vocational college students is significantly influenced by environmental factors, especially by the steady influence of family and social backgrounds. Empirical research shows that in terms of family background and family environment, students from rural areas have lower levels of self-awareness than students from urban areas. This indicates that students' self-awareness is influenced by the humanistic and family education in their growth environment, which further reflects the importance of family education; In terms of family type, students from two parent families generally have better understanding of their own body and moral character than students from single parent families, indicating that "time spent with parents" is also one of the factors affecting students' self-awareness level; In terms of family income, there is often a positive correlation between monthly family income level and students' self-awareness level. Students with lower family income may be limited by economic conditions, and may have a sense of inferiority when faced with learning and life problems, resulting in lower self-evaluation; In terms of parental profession, students with military parents have significantly lower levels of self-awareness compared to students with other types of parents. This indicates that the particularity of military careers has a significant impact on their families. Military parents may bring their professional characteristics into their families, and military children may be more inclined to follow orders. Generally, military families have a more serious atmosphere, Some children are difficult to acquire a sense of self-worth among them, so the level of self-cognition is relatively low[4].

In terms of social background, school education is also an important factor that causes differences in students' self-awareness, including students' professional types, role experiences in school, and learning situations. In terms of professional types, vocational students majoring in social sciences and humanities have a more accurate evaluation of their physiological and psychological cognition compared to students majoring in science and engineering. This may be due to the disciplinary characteristics of humanities. Students majoring in social sciences and humanities often acquire knowledge through expressing their own opinions, discussing and thinking, leaning towards ideals and emotions, while students majoring in science and engineering are relatively rational and pragmatic, This is reflected in self-awareness, which means that science and engineering students have more accurate evaluations of their physical, psychological, and interpersonal relationships; In terms of role experience, positive social practice has a strong role in promoting the self-cognition level of higher vocational students, which is conducive to students' reflection and self-improvement. If students with cadre experience are stronger in execution, self-control, self-reflection, organization and other abilities than ordinary students, they tend to have a higher self-efficacy; In terms of learning situation, vocational college students with excellent performance have a more positive evaluation of their career development, and have a higher self-awareness in learning, career goals, and personal abilities[5].

4. Educational support strategies to enhance students' self-awareness

The development of global informatization has provided contemporary vocational students with a broader learning platform and resources, and has also made their self-awareness environment increasingly complex. In the new situation, facing increasing social pressure and a diverse environment, vocational colleges need to invest more energy in intervention and adjustment to prevent some students from experiencing psychological health problems such as depression and anxiety due to improper self-planning. The traditional guidance path has little effect on improving the cognitive level of college students, so it is particularly important to choose appropriate self-cognition and scientific and reasonable education support strategies to improve the level of students' self-cognition. Only in this way can we better help students establish a correct outlook on life, values and world outlook, enhance students' self-efficacy, and promote students' healthy development.

One is to improve the education support system that integrates schools, families, and society, and strengthen cooperation between families and schools. The self-awareness level of students is deeply influenced by the social and family environment. Therefore, based on the family situation of vocational

college students, various channels are adopted to strengthen home school cooperation, which can not only provide schools with more family support when educating students, but also enable parents to receive more education professional guidance from the school, such as conducting various forms of online and offline social practice activities and parent-child activities; Establish a student information database and dynamically manage observations, timely communicate with parents about the specific situation of students; Collaborate closely with social institutions (industries, enterprises, and third-party evaluation institutions) to comprehensively cultivate and evaluate students based on the training goals of technical and skilled talents and the quality level of professional fields, so that the school's self-awareness education runs through the entire process of student development, better achieving the interconnection between educational work and content, and enhancing educational effectiveness.

The second is to improve the mechanism of combining moral, technical, and engineering education, and innovate the talent training system for the comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor. Adhere to the same direction of ideological and political courses, focus on the construction of ideological and political courses, and integrate moral education into classroom teaching and social practice. Provide education and guidance for students to pay attention to themselves, understand themselves, and develop themselves, help them establish correct worldviews, outlooks on life, and values, dialectically view the differences between self-evaluation and self-evaluation, and guide them to construct growth thinking, By changing the perspective of viewing the world, others, and oneself, we can develop more flexible ways to respond to the world[6]. At the same time, improve the teaching content of labor education, play a leading and exemplary role in labor education and vocational enlightenment education for primary and secondary school students, and enhance students' social cognition and practical abilities.

The third is to strengthen mental health education and career planning education. Vocational colleges should establish and improve a mental health education system based on students' cognitive characteristics, and popularize "self-cognition" mental health knowledge. Continuously carry out students' mental health education activities, strengthen students' thinking ability and psychological quality training through mental health lectures, themed activities, group counseling, psychological counseling, etc., continuously eliminate students' cognitive barriers, not only guide them to better understand and accept their psychological characteristics, pay attention to their own cognitive development, but also guide them to have a deeper understanding of interpersonal relationships, Help students quickly identify themselves and integrate into society. Carry out teaching reform, integrate "self-awareness" education into curriculum construction, and focus on improving students' physical and mental health levels. At the same time, a dedicated team of teachers is organized to conduct career planning course research, regularly train "psychological counselors" and "career mentors", strengthen the role of full-time teachers in students' career planning, guide them to gradually establish career awareness, and help them better plan their lives.

The fourth is to improve the teaching evaluation system. Schools should respond to national education policies and continuously improve their teaching evaluation system for students, and should not use grades as the only criterion for evaluating excellence. Yang Tuya (2014) pointed out in his research that the ultimate goal of learning is to acquire a method of self-growth through the learning process, such as developing self-learning ability, self-evaluation ability, and independent problem-solving ability. In daily teaching work, teachers should follow the principles of comprehensiveness, objectiveness, and linkage. Through diagnostic evaluation, setting up comprehensive quality files, and other process evaluation methods, they should continuously guide students to correctly understand their strengths and weaknesses, form a correct and objective evaluation of students, and always correct their own shortcomings with a positive attitude. Only in this way can students better improve their self-awareness level. At the same time, it also further enhances teachers' self-awareness and initiative in conducting self-awareness education. Therefore, in vocational education, it is necessary to implement an evaluation system that combines multiple evaluation subjects, selects multiple evaluation methods online and offline, and covers multi-dimensional evaluation content, in order to further evaluate the effectiveness of students' self-awareness education implementation.

5. Conclusion

Self-cognition is the premise for individuals to grasp the external world, the booster of self-education, and the effective way of self-transformation. It affects the formation of individual ideological character, and also plays an important role in the formation of morality and personality.

Vocational colleges aim to cultivate high-quality technical and skilled talents, prioritize employment quality, and focus more on providing practical guidance for students' self-awareness. Therefore, in talent cultivation, teachers should focus on students' individual situations, not only combining teaching with their majors, strengthening innovation in textbook content and teaching models, but also cultivating students' sense of responsibility, strengthening their professional core ability training with professional literacy as the goal, and helping students correct cognitive biases. At the same time, teachers should also explore students' personal needs, help them establish correct learning motivation, find correct learning strategies, and strengthen the development of teaching by integrating theory with practice. In short, vocational colleges should actively establish teaching reform strategies that address students' cognitive biases while studying their individual cognitive biases, in order to better achieve the cultivation of high-quality skilled and applied talents required for social development.

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