

Research on Self-Image Cognition Improvement Strategies of Students in Higher Vocational Schools

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Abstract: *Self-image cognition includes two cognitive levels: inner and outer, from the point of view of structural factors. It includes eight aspects: ability, temperament, character, appearance and shape, behavior, appearance and shape, values, clothes and dress. By analyzing the causes of the formation of self-image cognition of students in higher vocational school, this paper explores the students' self-image cognition improvement strategies against a background of ideological and political education, and gives construction opinions for higher vocational schools in management, education, thought leadership and psychological education.*

Keywords: *students in higher vocational schools; self-image cognition; improvement strategy; ideological and political education*

1. Introduction

Students in higher vocational schools and students in ordinary higher schools have the same growth law, both of them face life transition and cross-period transition, and self-identity becomes the core task of development in this period. Its characteristic is that individual self-cognition and social self-cognition have begun to intersect more than ever before. In other words, when facing the reality of entering society, the fear of not having enough ability and the anxiety of not having enough skills emerge. This is both wish and conflict to enter the university, enter a small society, and have an independent self, and the self-cognition is transformed from ideal to reality, and the contradiction and conflict appear.

2. Current Situation of Self-image Cognition of Students in Higher Vocational Schools

(1) Positive aspects affecting self-image cognition

1) The development of self-image cognition became progressively systematized and comprehensive. Students in higher vocational schools take the initiative in exploring the outside world, deepen their inner thinking, and gradually improve the self-cognition level. From shyness and timidity, they start to try to participate in competitive activities and projects, have a clearer understanding of their appearance, character and interests, and their self-confidence is gradually improved.

2) Learn to reflect on oneself, understand self-cognition and integrate the self. Students in higher vocational schools actively adjust their self-cognition, adapt to external evaluation, improve and form the self-cognition structure with personality characteristics. By participating in social practice activities on and off campus, they meet the spiritual level and continuously enrich, and realize that spiritual and material self-cognition is more important than material self-cognition.

3) Self-reflection ability is growing, self-experience is richer, self-target is continuously clearer, and self-image cognition is more perfect. Students in higher vocational schools realize their self-worth by accumulating social experience and meeting the needs of their hobbies.

4) The sense of self-control is enhanced and self-restraint is strengthened. Students in higher vocational schools improve themselves through physical exercise, hard work and independent learning, etc., which not only enhance their ability, but also temper their will, and realize the enhancement of ability to manage their own behavior and speech.

5) Cognitive education can improve self, do self-orientation and is good for accurate career. Students in higher vocational schools expect to improve their self-cognition in various self-cognition activities or knowledge lectures through special lectures such as mental health and career guidance, or class group

activities and quality development.

(2) Negative aspects affecting self-image cognition

There are negative aspects in self-cognition of students in higher vocational schools, for example, fuzzy cognition concepts, inaccurate cognitive evaluation, frequent psychological conflicts, self-cognition dissonance happens, cognitive bias and other problems exist. Generally speaking, students in higher vocational schools have gaps in abilities related to learning, such as observation ability, thinking ability, imitation ability, and innovation ability, they lack initiative in learning, and their learning methods are not very scientific. Facing the widespread social preference for valuing the first degree in society, the self-cognition of students in higher vocational schools presents a problem of low cognition, which mainly manifested in two aspects. The first is the low self-cognition based on inferiority complex. At low cognitive levels, most students are prone to losing self-confidence and initiative, causing loneliness psychology, rebellion psychology, and anxiety psychology, these cause psychological burdens in their studies, work, and life, limiting the normal performance of their studies, technology, and skills. The second is the excessive self-cognition based on blind confidence psychology. Some students in higher vocational schools focus on honor, value the envy and appreciation of others, and care about others' evaluations. On the other hand, the egocentric concept is unlikely to attract the attention of the people. Excessive self-cognition makes individuals in a state of strong self-restraint and emotional fluctuations, often fail to reach their ideal state and receive timely attention from others, this group of students can carry a burden, causing mental tension, psychological problems, and loss of motivation.

3. Analysis of The Reasons for Formation of Self-Image Cognition of Students in Higher Vocational Schools

(1) Influence of external environment

Contemporary college students are a generation growing up under the background of developed intelligent cell phones and we-media communication, and the stage of personality formation is accompanied by the profound change unseen in a century, social transition, COVID-19 epidemic and education reform, causing the lack of clear group image, growth goal and path, and complicated self-cognition. Under the influence of the external environment, students in higher vocational schools cannot find suitable group labels for reference, and they do not have suitable comparison and reference in dealing with the relationship between themselves and the environment, resulting in inaccurate self-cognition.

(2) Influence of internal factor

Improving self-cognition has an important role for students in higher vocational school in improving themselves, rationalizing position, and adapting to study, life and work. If they do not understand enough about the methods and ways of self-cognition, they may have too low self-image cognition based on inferiority, and may have too high self-image cognition based on blind self-confidence [1]. The survey showed that student cadres have significantly higher self-concept than non-student cadres, which may be more related to the range of interpersonal interactions between the two categories. It suggests that students in higher vocational school have motivation to explore their self-cognition, but many of them do not understand how to understand themselves under the condition of not receiving systematic psychological or ideological education. It also confirms that the experience of student cadres, personal character and the range of interactions are important intrinsic factors that affect college students' self-cognition.

(3) Influence of network factor

The Internet is conducive to college students' objective evaluation, development of healthy personality, improvement of self-will and all understanding of self-worth. The wide communication of we-media may also weaken the self-consistency of college students in higher vocational schools, causing the weakening of public self-consciousness, the irrationalization of self-value judgment and the development of personal utilitarian behavior. The Internet is a "double-edged sword", which may play a positive role in improving the self-image cognition of college students in higher vocational schools, and may play a negative role in the development of self-cognition of college students in higher vocational schools.

(4) Influence of family factor

In addition, the survey shows that factors such as parents' marital status, education level, occupational status and whether college students are only children have a greater impact on college students'

psychology. The self-cognition level of college students with good family economic conditions may be higher, the self-cognition level of college students may be improved better in a family environment with better parental education background. Therefore, family factors have a very critical influence on college students' self-cognition.

(5) Influence of school factor

Different majors and different levels of schools may have different degrees of influence on college students' self-cognitions. The school spirit, teaching spirit and study style have a great influence on students' self-cognition, which is proportional to each other. In addition, the professional nature of the school also has a great influence. There is a big difference between science and engineering students and liberal arts students. Science and engineering students think that science is useful, while liberal arts students think that knowledge is accomplished and useless; science students think that the major is helpful for job and learning, while liberal arts students think that career ideal fall short of reality, they are confused about careers, and it is difficult to complete the transformation from student to professional role in a short period of time; science students think that school is concerned with studies, and interpersonal relationships are second. Liberal arts students think they want to make good interpersonal relationships but are at a loss.

4. Improvement Strategies of Self-image Cognition of Students in Higher Vocational School

To guide the improvement of self-image cognition of students in higher vocational school, we should fully use the methods of psychology, adopt ideological and political education means, improve and optimize the cognitive structure, guide college students to grasp personal their needs, correctly understand their emotions and feelings, and continuously improve their ability of self-understanding, self-management and self-education[2]. It provides a psychological basis for cultivating a positive and aggressive attitude to life and spiritual values, establishing a correct world view, outlook on life and values, and providing basic motivation for their personality development, thus enhancing the relevance and effect of moral education.

(1) Improvement strategies of students' self-image cognition at the personal level

1) Guiding students to make correct self-evaluation

A full understanding of self is the basis of correct understanding and evaluation of self. Students in higher vocational school grasp the relationship between themselves and the group and their position in the social group, and making a more accurate evaluation of self is the prerequisite for self-image cognition improvement. By setting up excellent models and role models, we can help them find the direction to work hard and set the goal. We can create communication platforms for them, such as good class and group relations and club platforms, so that they can compare, evaluate and know themselves in their interactions with others. In this way, their ideal self and real self will be gradually harmonized, thus avoiding the crisis of "self-identity". Moreover, we should pay attention to the fact that it is difficult for young students to evaluate themselves too high or too low based on objective reality, so that they cannot realize their potential and development prospects.

2) Developing personal will quality and improve self-control ability

Self-control is the quality of will that is good at controlling one's actions, it is expressed in two aspects. The first is to spur individuals to resolutely implement the decisions made and to overcome real obstacles and difficulties; the second is to suppress negative emotions and impulsive behaviors in time. During the school years, one can develop good study and life habits such as getting up early and going to bed early, being rigorous, learning and working in a down-to-earth way; Schools can create a good campus learning, working and living atmosphere through national defense education, military training, psychological knowledge lectures, group psychological counseling, social service practice, etc., teachers' teaching, seniors' help, etc., and continuously develop individual will quality in practice.

3) Strengthening the depth of individual self-cognition and establish the self-cognition evaluation system

Self-cognition is the key and prerequisite for individual self-cognitive image improvement. Students in higher vocational school should regularly make self-evaluation of their own performance, including study, life and work.

(2) Helping the improvement of students' self-image cognition at school level

1) Strengthening ideological education and make psychological guidance

We can grasp the current situation of students' self-cognition with the help of class group activities, talks and exchanges, and spur students to realize self-cognition by creating a good class atmosphere and building a good class culture. Higher vocational schools can hold relevant educational activities regularly by means of lectures and forums, and counsel and train students in higher vocational school with theoretical and practical knowledge of psychology and ideological and political education, so that students can improve the theoretical level of self-cognition, deepen students' self-cognition, avoid deviations of self-cognition, spur them to have perfect self-cognition, it is beneficial to their career planning and future development, and improve self-image cognition level.

2) Guiding students to make career planning

Career prospect planning is an effective mechanism for students to gradually develop self-management and self-orientation in the process of self-assessment, proper career analysis, determination of career goals, and development of practical skills needed for their careers [3]. The determination of career goals of college students need to understand individual hobbies, interests, and specialties. One should make one's attitude, interests, ideals, and value guidance for personal success clear, as well as the motivation and purpose of behavior through the process of self-cognition. Moreover, students must also understand what they can do, what they are good at, and what they are willing to do. One should make the environmental factors and ability foundation of in thought and behavior such as one's own knowledge, abilities, personality, and strong point through the process of self-cognition. Combining one's professional background, ability characteristics, and personality characteristics, one determines one's professional qualities. Vocational schools should provide employment guidance to students, regard guidance work as an important means and core content for improving college students' self-image cognition, and improve the scientific and effective employment of students, which is crucial for their healthy growth.

3) Teaching students in accordance with their aptitude for informal group

For students with psychological warnings, study difficulties, and behavioral problems, we should provide more school and teacher care, make more social skills training programs for interpersonal psychologically disadvantaged students, carry out "one student, one policy" psychological tracking and counseling, and provide the ability to build a good social support system[4]. For college students who are psychologically disadvantaged in different aspects, deviations in self-cognition are undoubtedly more common, therefore, counselors, major tutors and course teachers should pay more attention to the weakest members, more understand and concern about their studies, psychology, employment and interpersonal communication, etc., and adopt different methods to solve the problem of difficulty in improving their self-cognition.

4) Developing self-cognition training to improve cognition

College students in higher vocational schools can gradually establish a more full and perfect self-cognition and improve the level of self-image cognition through the training.[5]

5) Helping school hours self-test and implementing self-adjustment

The school psychological center can open some professional psychological test scales, such as personality test, emotional test, intelligence test, management ability test, interpersonal relationship test and action ability test, help college students understand themselves clearly, objectively, fully and deeply, the test results can effectively help them adjust themselves. Shooting the arrow at the target, in the context of "all around development of moral, intellectual, physical, aesthetics and labor education ", we can improve the health level, athletic ability, labor consciousness and aesthetic ability, etc., so as to improve their self-esteem and self-confidence, and further improve their self-image cognition.

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