

Research on the prevention and handling strategies of student group emergencies in vocational colleges

Xue Jian

*Zibo Vocational Institute, Zibo, Shandong, China
739279465@qq.com*

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Abstract: With the trend of popularization of higher education, the camp of vocational colleges is becoming increasingly large and becoming an important territory for talent cultivation. However, with the gradual expansion of the scale of vocational colleges and the increasing number of students in vocational colleges, the probability of student group incidents in vocational colleges has also increased. The student management work in vocational colleges is facing unprecedented challenges. How to effectively prevent and handle unexpected events among vocational college students has become a hot topic of concern. This article focuses on in-depth exploration of the connotation and characteristics of emergencies among vocational college students, prevention strategies for emergencies among vocational college students, and handling mechanisms for emergencies among vocational college students.

In recent years, vocational colleges have increasingly become an important component of the higher education system, and at the same time, the frequency of unexpected events among vocational college students is also increasing. Grasping the ideological dynamics of vocational college students, targeting their psychological characteristics, and taking into account the characteristics and inherent laws of unexpected events among vocational college students, adopting scientific methods to prevent them appropriately, and promptly dealing with them through effective means in the first instance, It is a new challenge faced by student management and talent cultivation in vocational colleges. Actively analyzing the connotation of unexpected events among vocational college students, in order to establish prevention strategies and response mechanisms for unexpected events among vocational college students, is of great significance for the harmonious development of vocational colleges and the physical and mental health development of students.

1. The connotation and characteristics of unexpected events among vocational college students

Emergencies refer to sudden events that cause or will cause significant harm to society and require emergency measures, such as natural disasters, accident disasters, etc. The so-called emergencies in vocational colleges refer to various emergency events that occur on the campus of vocational colleges due to natural, artificial, or social and political factors, and have had or will have varying degrees of negative effects or harm on students' personal and property safety, school education, or life order[1].

Emergencies among vocational college students have their own uniqueness. One is sudden. The occurrence of emergencies among vocational college students usually occurs without prior warning, and the speed of outbreak is very fast. Compared with undergraduate colleges, vocational college students have a higher frequency of emergencies and greater harm. Secondly, it has diffusivity. Currently, unexpected events among students in vocational colleges often receive high attention from society. If they occur, they can easily affect other universities and create inter school linkage effects. At the same time, due to the highly developed modern network and communication technology, local events are easily amplified and spread, causing the expansion of the situation and even leading to the occurrence of large-scale group events. Thirdly, it is destructive. Regardless of the nature and scale of student incidents that occur in vocational colleges, they will inevitably cause harm to the school and students in various aspects. Some unexpected events can disrupt the teaching order of the school, pose a threat to the personal safety of students, and some unexpected practices can cause psychological harm to students.

2. The main reasons for the current emergencies among vocational college students

2.1 Problems Existing in Higher Vocational College Students

On the one hand, the learning, life, and psychology of vocational college students are becoming increasingly complex. Vocational college students generally show a greater emphasis on themselves and an excessive focus on their own interests. Some students even exhibit a tendency towards psychological barriers, and their dissatisfaction with their classmates is not resolved through communication, but through aggressive behaviors such as arguments and retaliation. If small conflicts between roommates and classmates are not resolved in a timely manner, they can easily lead to major disputes. For example, in Case 3, Xiaoyu often vented her dissatisfaction with her classmates through face-to-face insults. After learning more about the situation through the class teacher and class leaders, we can basically determine that Xiaoyu has a tendency towards personality disorders. If the conflict between Xiaoyu and other roommates is not resolved in a timely manner, significant hidden dangers will be buried.

On the other hand, a considerable portion of vocational college students currently have poor self-control, adaptability, and psychological resilience. The poor psychological endurance of students often manifests in being overly optimistic about the prospects of things or having a mentality of taking chances, insufficient consideration of the results, or inability to accept corresponding results and punishments. For example, some students, after being selected as student cadres, are unable to accept the result of losing the election and feel depressed, even thinking that their classmates look down on them, and thus turn to disciplinary behaviors such as being tired of studying and absenteeism; For example, in Case 5, Xiaoping chose to cheat at any risk in order to obtain a national inspirational scholarship. After being caught cheating, she was unable to face disciplinary action from the school, and even couldn't take it seriously, showing a desire to go to extremes [2].

2.2 Improper family education

Family education is very important for the mental health of college students.

Firstly, families with incomplete or numerous children, if lacking appropriate family education, can easily cause psychological trauma to their children, leading to abnormal psychology and triggering unexpected events. For example, in Case 3, Xiaoyu grew up in a family with many children. As the middle girl, she was neglected by her parents from a young age. In the process of striving for family attention, she gradually developed a more extreme, insecure, and suspicious

personality.

Secondly, the impact of family economic conditions. Students with good family conditions who have been excessively spoiled by their parents for a long time are prone to develop a laissez faire personality, such as smoking, drinking, and even fighting and causing trouble during school; Students from financially disadvantaged families, if not guided by correct values, are susceptible to material temptations and the torment of poverty. Some students, under the pressure of inferiority complex, may even experience personality biases and lose their basic judgment of right and wrong. For example, Mei Mei in Case One and Xiao Ping in Case Five both come from remote mountainous areas. As girls, they have a hard-earned opportunity to study and are extremely eager to reduce the financial burden on their families through their own efforts. However, due to deviations in their values, they are trapped in illegal and disciplinary activities [3].

Finally, family education for vocational college students is easily overlooked. After some students enter university, parents immediately shift their attention to financial support and pay insufficient attention to their children's physiological and psychological changes, lacking necessary communication. For example, in Case 2, Lily's mother was unaware of Lily's performance in school due to a lack of communication with her child, to the extent that she had developed a habit of turning off her phone during class and almost transferred "life-saving money" to criminals.

2.3 Imperfect management system

From the perspective of vocational colleges, the main reasons are as follows: firstly, some vocational colleges have internal management reasons, such as lagging management system concepts, inadequate emergency mechanisms, and vocational college managers often neglecting pre emergency prevention research and waiting until after the emergency occurs to find solutions. Secondly, at present, most higher vocational colleges have relatively simple institutions, usually with student offices and security offices, which are also in charge of students' daily management and safety work. However, there is no department specialized in dealing with emergencies, and there is a lack of corresponding organizations and necessary material reserves. Finally, vocational colleges have not established a mechanism for preventing student emergencies, and the management of student emergencies often lacks systematic research, emphasizing emergency response over early warning.

2.4 The impact of complex social environments

In today's society, the market economy is developing rapidly, and the principle of market economic activity of "pursuing maximum profits" provides a solid practical basis for the prevalence of utilitarianism. Moreover, today's colleges and universities are no longer the "Ivory Tower" that does not eat people's fireworks, and the surrounding environment of the campus is complex. As the most active and fast-paced group in society, college students cannot be separated from society. For example, in Case One, Mei Mei had already realized that her part-time job may involve fraud, but she did not immediately stop it. Therefore, influenced by the fierce competition and a series of negative trends in the current society, vocational college students are prone to develop a competitive mentality, conflicts of interest, and unstable factors that trigger unexpected events in their academic pursuits and interpersonal relationships.

3. Strategies for Preventing Emergencies among Vocational College Students

Vocational colleges should actively establish a mechanism for preventing students' sudden practical incidents, and try to avoid the occurrence of student emergencies as much as possible.

Firstly, we should strengthen students' ideological and political education. For vocational colleges, ideological and political education has a powerful function, which is a solid foundation for universities to adhere to the socialist direction of running schools and follow the laws of cultivating talents. Emphasizing the ideological and political education of vocational college students, enabling them to conduct self-education and strengthen self-management, only in this way can the probability of incidents occurring among vocational college students be reduced.

Secondly, attention should be paid to safety education for vocational college students. The stable development of vocational colleges and the creation of a harmonious environment cannot be separated from campus safety. We should actively eliminate all safety hazards on campus, conduct regular inspections, and promptly rectify areas where safety measures are not in place. Courses related to safety awareness and emergency response capabilities can be established, while increasing the promotion and education of campus safety regulations to enhance students' safety awareness and ability to respond to safety issues.

Once again, a warning mechanism for unexpected events among vocational college students should be established. One is to establish a student emergency warning and prevention group. The leadership in charge of student affairs in the college is responsible, with the participation of counselors and others, to collect various information, understand students' ideological trends, do a good job in student ideological and political education, and eliminate various safety hazards. The second is to establish a sound information communication system. The focus includes the development of information monitoring systems, information reporting systems, etc. The third is to construct a student emergency prevention system from multiple aspects. The content mainly includes the following aspects: firstly, prevention should be carried out from the perspective of teaching. The second is to start prevention from the management perspective. The third is to conduct emergency drills for student emergencies.

4. Emergency response mechanism for vocational college students

In order to better respond to student emergencies, vocational colleges should establish a student emergency response mechanism as soon as possible.

Firstly, actively establish emergency plans for various student emergencies. These student emergencies mainly involve the following aspects: firstly, student suicide or self-abuse; Secondly, incidents of student fights and brawls; Thirdly, there is a fire in student dormitories or other places in the school; Fourthly, in the event of a student group outbreak of epidemics, corresponding emergency plans should be established for these students, and effective measures should be taken in a timely manner to respond to emergencies [4].

Secondly, establish an effective emergency response mechanism for student emergencies. When a student's emergency occurs, one is to immediately report it to the school and institution. The second is to take targeted measures to deal with student emergencies, avoid the spread of the incident to a larger scale, and ensure the normal order of the campus. The third is to analyze the development status of student emergencies and decide whether to activate the emergency plan for student emergencies. The fourth is to provide explanations and negotiate solutions for students and parents. The fifth is to promptly report information to the outside world, guide correct public opinion, communicate well with public security and other departments, and stabilize the public's emotions.

Once again, establish a mechanism for handling the aftermath of student emergencies. After the emergency event ends, vocational colleges should be restored to normal order as soon as possible to prevent the adverse effects of the event from continuing to spread. Firstly, conduct a detailed investigation into the causes and processes of students' practical development, and identify their

responsibilities. Instead, information related to student emergencies is disclosed to relevant departments and personnel. Thirdly, timely psychological intervention should be provided to students after unexpected events occur, in order to repair their psychological trauma. The fourth is to summarize and record student emergencies, and establish a comprehensive file for handling student emergencies.

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