

Comparison of second class participation of vocational and general education students and analysis of influencing factors

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Abstract: With the continuous development and progress of China's social economy, people's values have changed significantly. People gradually pay attention to the pursuit of spiritual culture, which brings new development opportunities and challenges for China's education industry. If the education industry wants to withstand the test of the times, it should be brave to innovate. For the education industry, whether it is vocational undergraduate colleges and universities or ordinary undergraduate colleges and universities, the best way to realize innovation is to strengthen their own training in the comprehensive quality of students. The creation of the second classroom can effectively achieve this effect, and promote the improvement of students' comprehensive quality through activity education. This paper first summarizes the importance of students' participation in the second classroom and the comparison of the second classroom participation of vocational undergraduate students and the factors affecting it, and elaborates on the effective strategies to improve the enthusiasm of vocational undergraduate students' participation in the second classroom from various aspects. We hope this paper can have certain reference value.

1. Introduction

In the context of the new era, universities and colleges can not only focus on the cultivation of students' professional knowledge, but should cultivate students into comprehensive talents with comprehensive development of morality, intelligence, physicality, aesthetics and labor. After creating the second classroom, it is necessary to analyze the specific participation of students and compare the participation of vocational undergraduate colleges and general undergraduate colleges in order to understand the problems that exist in the process of students' actual participation. This initiative is conducive to giving full play to the real value of the second classroom, so that this classroom is optimized at a deeper level to provide students with more comprehensive help. However, due to the majority of institutions in China in the process of education, will be affected by the traditional education concept, resulting in the optimization of the second classroom there are certain difficulties and obstacles. Administrators of universities and colleges also need to fully recognize the importance of student participation in the second classroom, find out the influencing

factors that exist and solve them.

2. The importance of student participation in the second classroom

In people's general cognition, they are more familiar with the first classroom. The first classroom is the main place for students to participate in learning activities, and teachers will transfer professional knowledge to students in the first classroom. The second classroom is the extension and supplement of the first classroom, which can play a supplementary teaching effect. Through the construction of the second classroom, it can further improve the teaching quality and teaching level of institutions, and realize the improvement of students' comprehensive quality. The construction of this classroom can make China's education model more scientific, and have a very far-reaching impact on students. Students in the process of participating in the second classroom, not only can deepen their understanding of knowledge, but also broaden their horizons, and obtain a broader development prospects for themselves. The comprehensive ability of students can be improved, and they can become the comprehensive talents needed in the new era. It can be seen that students' participation in the second classroom is very important and is related to their future long-term development [1].

3. Comparison of second classroom participation of vocational and general education students and factors affecting it

3.1 Students' personal factors

When comparing the second class participation of vocational and general education students, we should first start from the students' personal factors. Because if the students themselves are not interested, they are not willing to participate in the activities. This also becomes an important factor affecting students' participation, which belongs to the more important comparison data. There are many reasons why students lose interest in the second classroom, for example, they do not pay attention to this activity, or it is a hobby.

3.2 Activity content factors

The activity content of the second classroom also belongs to the key factors affecting students' participation in the classroom, if the activity itself is not interesting enough, it will also reduce the motivation of vocational undergraduate students to participate in it. In particular, some vocational undergraduate colleges and universities or general undergraduate colleges and universities will set up activities that are too boring in order to achieve the effect of education. The fundamental reason for this situation is that institutions focus too much on the final educational results of the activities, but ignore the actual experience of students in the process of the activities, many students will think that participating in the activities is to complete the task, and their mentality will be affected.

3.3 Frequency factor

The frequency of the second classroom should also be reasonably controlled, once the frequency is too high or too low, it will affect the students' participation. For example, too high a frequency may lead to the need for students to participate in several activities within a short period of time, and to invest a lot of time and energy in each activity. Students' personal lives may also be affected as a result, making them prone to negative emotions [2]. In other words, because the activities are too intensive, they create a burden for students.

3.4 Participation form factor

This is at the same time a point that most vocational undergraduate colleges and universities and general undergraduate colleges ignore, and do not pay attention to the specification of the form of participation. This leads to the process of carrying out the second classroom, students need to participate in all by default. Vocational undergraduates and general undergraduates thus lose the right to make their own choices, and are unable to choose suitable classes according to their own interests and hobbies. Another situation is that institutions will carry out targeted classes for students of different majors, so students have no second choice.

4. Effective Strategies to Improve the Motivation of Vocational Education Students in the Second Classroom

4.1 Understanding the Actual Situation of Vocational Education and Pupil Education Students

Through the understanding of the actual situation of vocational education students, it can effectively solve the problem of students' lack of interest in the second classroom. When subsequent institutions carry out activities, they can also be carried out in combination with students' interests, so that students can participate in a more active form. The specific steps of understanding are as follows: (1) Conduct a questionnaire survey. Through the questionnaire survey, to understand the interests of students. Before the school carries out activities, it can include the activities to be carried out in the questionnaire survey, so that students can choose their favorite activities according to their interests and explain the principles. The questionnaire survey should preferably be taken offline, and students can have more thinking time in the process of writing. (2) Establish submission channels. Vocational undergraduate colleges and general undergraduate colleges can allow students to combine their own ideas and provide constructive opinions for the campus to carry out second classroom activities. In order to increase students' motivation to participate in activity design, vocational undergraduate colleges and general undergraduate colleges can set up activity design competitions, and the schools will also give appropriate rewards to those activities that are eventually adopted by the schools. This kind of brainstorming can also fully mobilize students' enthusiasm and make them really pay attention to the development of second classroom activities. (3) Regular feedback. The establishment of activities is relatively simple, only need to do the preliminary preparation work, the real more difficult is the subsequent maintenance, and whether the activities can be carried out reasonably. Therefore, vocational undergraduate colleges and general undergraduate colleges can regularly summarize the activities and ask students whether they feel there are problems in the process of participating in the activities and correct them [3].

4.2 Adopt diversified second classroom activity contents

Vocational undergraduate colleges and universities and general undergraduate colleges can carry out the content of the second classroom activities are very diverse, through the adoption of diversified forms, can effectively improve the enthusiasm of students to participate in them, and will be too single boring classroom activities to solve the problem. The types of activities that can be used as the second classroom are mainly the following three: (1) Chess activities. There are many existing chess activities in China: Weiqi, Xiangqi, flight chess, backgammon, etc. These activities have different levels of difficulty and can meet the different needs of students. For example, if you like easy and educational activities, you can use lower difficulty activities such as flight chess and backgammon. For those who want to challenge a higher level of difficulty, they can choose Xiangqi, Weiqi, and so on. (2) Ball games. There are many ball games: basketball, soccer,

table tennis, badminton, etc., which are also available for students to choose. This kind of activities can not only exercise the comprehensive quality of students, but also promote the development of students in various aspects. For example, students involved in badminton activities, can enhance students' physical fitness at the same time, exercise students' brain reaction speed. Another example, students involved in basketball activities, you can exercise the body at the same time, enhance the students' sense of unity. (3) Spectator activities. This activity is different from the above two activities, which are relatively static activities. When students participate in this type of activity, they can choose to watch movies, dances, painting exhibitions and other types. This type of activity will not cause a sports burden on the students' body, but also can effectively cultivate students' sentiment. Let students' spiritual world be satisfied and have a more profound experience from it.

4.3 Standardize the frequency of the second classroom activities

At present, there is no clear regulation on the frequency of the second classroom activities in China, which should be combined with the actual situation of each institution. There are three main factors that determine the frequency of the second classroom activities in vocational undergraduate colleges and general undergraduate colleges: (1) the size of the institution. There are differences in the scale of establishment and the number of teachers and students in different institutions, and the appropriate frequency of activities is also different. If the size of the institution is small and all students can participate in one activity, the frequency of the activity should be minimized. However, if the scale is large, it is necessary to carry out several different activities to ensure that all students can participate in the activities to achieve the effect of the activities. (2) Type of institution. Vocational undergraduate colleges and general undergraduate colleges and universities are educating students who are in their college years. Many students do not put too much energy into their studies, and frequent activities not only fail to enrich students' lives, but also easily cause students' rebelliousness. Therefore, it is suggested that the frequency of activities in vocational colleges and universities should be reduced as much as possible, which can be done once every half a month or once a month. The specifics also need to be adjusted in conjunction with the actual situation of student participation to ensure the correct frequency of activities. (3) Characteristics of institutions. Different institutions will have their unique teaching mode, which has also become a major feature of the institution. By combining the characteristics of the institution, to determine the frequency of activities [4]. Because each institution will have an appropriate teaching rhythm, only to ensure that the activities are carried out in line with the rhythm can make the activities more effective. Vocational undergraduate colleges and general undergraduate colleges can then combine their own teaching mode to standardize the frequency of activities.

4.4 Change the form of students' participation in the second classroom

In order to solve the influencing factor of students' participation in the second classroom and effectively improve students' enthusiasm, it is necessary to change the specific form of students' participation. Through the correct form, students can be more actively involved in the activities of the second classroom. Specific change measures are as follows: (1) Provide students with the right to choose. Vocational undergraduate colleges and universities and general undergraduate colleges should combine the actual situation of the courses that students are studying and design a variety of different second classrooms for them to choose from. For example, different public welfare activities and growth-type activities can be carried out in conjunction with the objectives of the courses so that students can make their own choices. This autonomy can bring students a greater sense of freedom and make them more willing to participate in the second classroom. (2) The role of teachers in providing support. When students choose the second class, they usually choose based

on their own interests. But it is easy to appear that students do not understand the actual meaning of the activities. At this time, teachers need to be able to explain to students one by one the significance of different classroom activities and the actual implementation of the content of the form, so that students can understand the essence of the activities, so as to more scientifically to choose. Teachers should also make it clear to students that the core of the activities is to promote the development of students, and students do not need to think that this is a task that must be accomplished. (3) Follow the basic principles of curriculum development. By following the basic principles of the curriculum, the activities can be carried out in a more standardized manner. It is not only necessary to ensure students' experience in classroom activities, but also to ensure the quality of the activities. There are two specific principles to follow: one is the guiding principle. That is, in the process of carrying out activities, we should pay attention to the personalized development of students, fully reflecting the main position of students in the second classroom. The other is the principle of effectiveness. Course activities must have enough effectiveness to be able to play a real help to students. Students also need to take responsibility in the process of participating in the activities, so as to ensure that students are fully engaged in them.

5. Conclusion

In summary, by comparing the participation in the second classroom of vocational and general education students and addressing the influencing factors, it is conducive to improving students' motivation. Not only can it promote the overall development of students, but also enable the teaching quality of vocational undergraduate colleges and general undergraduate colleges to be significantly improved, and achieve the ideal effect of activities to educate people. Universities and colleges should also fully realize that this initiative responds to the call of the state and contributes to our country's excellent talent pool. Because with the globalization of the economy, "people" has become a key factor affecting the degree of development of our country. Talents cultivated through traditional education can hardly meet the challenges brought by the new era, and can hardly even cope with the pressure of employment in the future. Only by cultivating comprehensive talents can we lay a good foundation for our country's more ambitious development and promote the enhancement of comprehensive national power.

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