

Practice Path and Theoretical Logic of "Dual Identity" Education Model in Higher Vocational Colleges

-- Take Guangdong N College as an example

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Abstract

At present, some students in higher vocational colleges have bad learning habits, weak sense of responsibility, frequent job-hopping after employment, and low professional identity, the root cause of which is the low identity of higher vocational colleges and students. Guangdong N College explores the "student +X" dual identity education model, that is, "student + team member" in the first year, "student + instructor assistant" in the second year, and "student + prospective employee" in the third year. The theory and practice prove that "student +X" dual identity education model cultivates good learning habits of students, improves students' identity with the culture of higher vocational college, the identity of higher vocational students and future career.

Keywords

Higher vocational education students; Undesirable phenomenon; "Dual identity" education; identity.

1. The Realistic Dilemma of Education in Higher Vocational Colleges

A large part of the students in higher vocational colleges are those who can not reach the undergraduate score line or reach the undergraduate line but fail to be selected. These students are studying in higher vocational colleges due to various realistic reasons. Some of them do not recognize their identity as higher vocational education students, holding the attitude of graduation to study in higher vocational colleges. Some students of higher vocational education do not recognize their own identity and the school, which leads to their worries about future employment, and even a small number of students have the psychological hint that studying in higher vocational colleges has no future and no way out. Under the condition of negative psychological effect, some students of higher vocational education have low interest in learning and poor initiative in learning, low sense of professional identity after employment, unsteadiness in work and high job-hopping rate.

1.1. Poor study habits

Learning habits are the learning behaviors that students repeatedly practice and stabilize in the learning process. A good study habit can often help students improve their academic performance and promote their all-round development. On the contrary, bad learning habits have a great hindrance to learning, and eventually become a learning habit crisis.

The study habit of higher vocational education students is directly related to whether they become "excellent students" or "poor students". Some students in higher vocational colleges have no learning objectives, not to mention the awareness of forming good learning habits, and basically hold the mentality of "dawdling" to study. They are inattentive in class, or distracted, or playing with mobile phones, or talking to each other, or late, or leave early; A small number of students even skip classes to play games or sleep in the dormitory and cram for the exam. Some students even do not cram for the exam. Although some students are willing to learn, they

are not good at communicating with others, making use of learning resources, and arranging learning time reasonably, so their learning effect is not good and their academic performance is difficult to improve. Students do not take the initiative to learn, and do not have good study habits, resulting in serious failure, so that students produce learning phobia and emotional anxiety eventually lead to the waste of school learning resources and educational resources, which run counter to the goal of talent cultivation of schools [1].

1.2. Weak sense of responsibility

Responsibility is to do their own duty should do things, undertake their own should assume the obligations, to complete their own should complete the mission. Only with this mindset can things be done well. Part of higher vocational college students even part of the student cadre in the complete teacher assigned task, usually complain, reluctantly, don't understand, felt that he should not be so many task arrangement, feel squeezed, so things always perfunctory, do "finish", rather than high quality to complete the teacher assigned tasks. This is the performance of weak sense of responsibility, which usually extends to students' internship employment, students' employment, for the work is usually perfunctory, careless completion.

1.3. High job-hopping after employment

According to statistics, in 2018, 42% of higher vocational education students in Anhui province quit within six months[2]. Students of higher vocational education are usually dissatisfied with their working environment, salary, work content and interpersonal relationship after their first employment. Due to the realistic working situation, many students of higher vocational education choose to quit after two months of employment due to unsatisfactory work. However, it usually takes 2 years for students of higher vocational education to master the working skills of a post. Students who leave their jobs prematurely without obtaining job skills will be detrimental to their future career development.

2. The Reasons for The Difficulties of Education in Higher Vocational Colleges

The main reasons for the poor learning, weak sense of responsibility and high job-hopping of students in higher vocational colleges are related to their interest in learning, their dis-identity of higher vocational education students and their dis-identity of future careers.

2.1. Lack of learning motivation

An important task of education is to explore students' interest in learning and stimulate their motivation for learning. Modern vocational education to develop higher vocational education students' good learning motivation, try by conducting quality development activities, or encourage students to participate in the community, through community practice activities to stimulate students' thirst for knowledge, and "poor student" aligning with outstanding student community, so as to develop students spontaneous learning habits.

2.2. Low acceptance in identity of students in vocational colleges

Many social people usually label higher vocational education students as "college entrance examination failure" and "learning laggard". Meanwhile, higher vocational colleges are also classified as the lowest level of higher education. This makes some students reluctant to register for higher vocational colleges. It can be seen that vocational education has low recognition and attraction in China [3]. Some students of higher vocational education do not agree with their status as higher vocational students. Part of the reason why they come to school is to complete the tasks arranged by their families and get a diploma. Their laziness and inaction in behavior make it difficult to achieve the goal of cultivating talents with "good ideology and morality, high practical skills, high comprehensive quality and high employment quality", resulting in

inadequate utilization of vocational education resources and unsatisfied demand for technical talents [4].

In the era of accelerated urbanization and rapid information development, population flow and network information have brought a huge impact on the thoughts of students in higher vocational education. This further aggravates the higher vocational education students' sense of self-identity. Faced with this situation, higher vocational colleges should adhere to student-centered education, innovate educational concepts and forms, strive to create a positive, healthy and progressive campus culture, and guide students in higher vocational education to identify with campus culture and identity of college students [5].

2.3. The sense of professional identity is not high

Some vocational college students may become blue-collar after graduation, or some enterprises require graduates to work in the workshop for several months before being promoted to the management level. But some students find blue-collar jobs hard to accept, even for a few months. This generally reflects that college students' professional identity is not high, especially blue-collar professional identity. Facing this situation, higher vocational colleges should let students participate in enterprise practice teaching in advance, so that students can accept enterprise culture as soon as possible, identify with their future career.

3. Practice Path of "Dual Identity" Education of Guangdong N College

Based on the above bad situation, higher vocational colleges should focus on innovation of education mode. Higher vocational colleges should help students to broaden their horizons, contact various disciplines extensively, make new attempts constantly, and finally find their interests. Higher vocational colleges can be combined with school characteristics and regional advantages to help students develop qualities, such as helping students to make good use of library resources, attend the non-professional courses, to participate in the seminar, social practice, etc., let the students contact the knowledge of the different modules, as much as possible to promote students all aspects of development, promoting the comprehensive quality of students. Vocational colleges can also improve the comprehensive quality of students through the following ways: first, the use of military management means to restrict students' behavior, cultivate students' self-discipline; Second, let students participate in teaching management, student management work, cultivate students' sense of responsibility and responsibility; Third, students can deeply participate in enterprise practice, accurately grasp the operation process of the enterprise, learn the essence of enterprise culture, and cultivate students' professional quality and professionalism.

Guangdong "N" college in order to solve the vocational college students' learning habits, responsibility consciousness weak, low professional identity issues, innovative uses "student + X" double identity education pattern (as shown in table 1), strive to cultivate the students' self-discipline, autonomous learning, improve the student to the school, the future career identity and responsibility to the society. "Student +X" dual identity education mode is to give college students other identities in different grades. One is to recruit some freshmen into the school military and political guidance team. This part of the students for centralized management, centralized physical training, strict management of their work and rest time, to encourage students to form a good habit of life, self-restraint, self-growth. The second is to select some sophomores as freshmen class counselors and assistants. Through participating in the student affairs management of the freshman class, they develop their communication ability, management ability and cadre responsibility consciousness. The third is to promote enterprise practice teaching to a large extent among senior and junior students, so that students can participate in enterprise production and operation learning in advance, accurately grasp the

enterprise operation process and mode, get familiar with the enterprise culture, cultivate students' professional quality in advance, and improve their sense of identity to the occupation.

Table 1. Identity of "dual identity" education role group rules and norms

Time	"dual identity"role	Role of dynamic	Solidify role consciousness	group rule identification of role
1.grade one	Student + military and political team member	Dignity, mission	Consciousness of soldier	Military rule recognition
2.grade two	Student + Assistant of the counselor	Dignity, mission	Consciousness of instructor	Identification of educational rules
3.grade three	Student + employee	Dignity, mission	Consciousness of enterprise employee	Identification of Employee rule

3.1. Adopt the management method of "student + team member" dual identity

The quasi-military quality assessment will be included in the talent training program, and students will be under the dual management of regiment (school), battalion (college) and company (class). The establishment of "one-day life system", morning exercise, queue before class, class attendance, bedtime at night, go out to ask for leave, large-scale activities to implement the report system, dormitory internal affairs to implement "six clean", "six no" and "six neat" standards, supplemented by daily appearance inspection, weekly flag raising, monthly military culture fixed learning day. These rules and regulations and training measures make students develop the habit of regular work and rest and discipline, and standardize the students' etiquette behavior.

3.2. Adopt the management method of "student + assistant" dual identity

Make full use of students' "self-growth needs", implement "assistant system", train students' ability of self-realization of goals. Establish an "assistant" mentoring process. The first step is to divide the daily post tasks into several small tasks and assign them to the students. The students will make goals, plans and implementation methods to improve their ability to make goals. In the second step, the instructor checks the task execution of the assistants and puts forward suggestions for modification. The student assistant made timely corrections, and the students' ability to execute tasks was improved. The third step is to evaluate the completion of the task. By reflecting on the shortcomings, the student assistants are guided to independently learn the theoretical knowledge and practical skills of the curriculum, and independently learn the knowledge of leadership, management and communication. Establish the "assistant" assessment system, and evaluate the corresponding grade, improve students' reflective ability.

3.3. Adopt the management method of "student + prospective employee" dual identity

The school-enterprise joint research talent training program is integrated into the typical work tasks of enterprise posts, and the "school-enterprise integration" curriculum system of "professional courses + enterprise certification courses + enterprise work projects" is developed. The school tutor (professional tutor, course tutor, ideological and political tutor) and the enterprise tutor (enterprise technical backbone) constitute two mentors. According to the dual curriculum system, teaching is implemented in the dual environment of schools and enterprises. While studying, the students participate in the operation and management of the enterprise as prospective employees, and accept the dual assessment of "student performance

+ employee position". The professional identity of the students, cherish the position, fulfill their responsibilities and advocate skills has been enhanced.

4. The Basis of "Dual Identity" Education Mode in Higher Vocational Colleges

Students by acting as "student + squad players" military and civilian "student + assistant counselors" "students + enterprise employees" double identity, become having both ability and political integrity of higher vocational education students, its basic reason lies in "dual identity" education from the fundamental level changed the students in higher vocational colleges, higher vocational education students' identity and future career.

4.1. Group cultural identity theory

The success of "Student +X" dual identity education mode of Guangdong N College is based on students' identification with the group culture of military and political education guidance team, assistant regiment, school-enterprise cooperative units and so on. Students identify with the group culture, so identify with the identity of military and political guidance team members, counselors and assistants, employees of enterprises. Identity mainly refers to a subject's collective identity choice between strong culture and weak culture. Students will understand the external world such as the group according to the specific group identity and conduct self-behavior restraint according to the group identity. In other words, the identity has some special value meaning, and students will conduct self-regulation according to these identities. "Identity is the key point at which people make the transition from thought to behavior. Only when people identify with group culture rationally and emotionally, can they adapt to the group at the fastest speed, automatically and consciously abide by the code of conduct of the group, and become the advocate and disseminator of the group culture. The effective motivation for identity is that subjects focus their behavior on behaviors that are consistent with their identity, that is, who they are now or who they will be in the future. The process of identity is also the process of developing one's moral quality and professional quality. Therefore, "dual identity" education mode not only trains students from the level of knowledge and skills, but also guides students to grow up from the level of values and outlook on life. The construction of cultural identity can be carried out in different fields, and cultural identity in each field will have a subtle promotion effect on people. Some scholars believe that people's cognition and behavior do not exist independently of the environment, but are dynamically shaped by the influence of the environment [6].

4.2. Internal advantages of group culture

The military and political guidance team, instructor assistant team and internship enterprises of Guangdong N university are all excellent organizations or legal entities that have been cultivated or carefully selected by the university for many years. After years of development and cultivation, these groups and units have formed group cultures with their own characteristics and far-reaching influence. These group cultures have potential advantages in cultivating good students who are studious, dedicated, pioneering, responsible, serving the overall situation and dedicated to their jobs.

4.3. Group cultural identity process

In fact, not all group culture can be self-identified by people. Only the subject itself internalizes it and transforms the internalized consciousness into actions in line with the identity, which is the cultural (identity) identification in the real sense. Identification includes three levels: one is cognition, the other is emotion, and the third is action [7]. The reason why some higher vocational education students do not identify themselves as "college students" is that there are

contradictions among the cognition, emotion and action of higher vocational culture, thus forming identity crisis. When students join the military and political guidance team, counselor assistant group and enterprises, their personal experience is enhanced, their cognition of the group culture such as school is changed, and they begin to accept the group culture of higher vocational colleges from the emotional aspect, so as to consciously change their external behavior. The facts show that the students of Guangdong N College are proud to join the military and political guidance team, assistant counselor group and excellent enterprises. By playing the roles of members of the military and political guidance team, assistant counselor and quasi-employee, the students are infected by these group cultures and ultimately highly identify with these group cultures. After students identify with the group culture, they are molded by the group as "model" and become the advanced educational model of the group. In addition, they can infect and assimilate the new members with their own words and deeds. Figure 1 shows the specific identification process of the identity of the students of Guangdong N College on the identity of the members of the military and political guidance team, the identity of the instructor assistant and the identity of the quasi-employee:

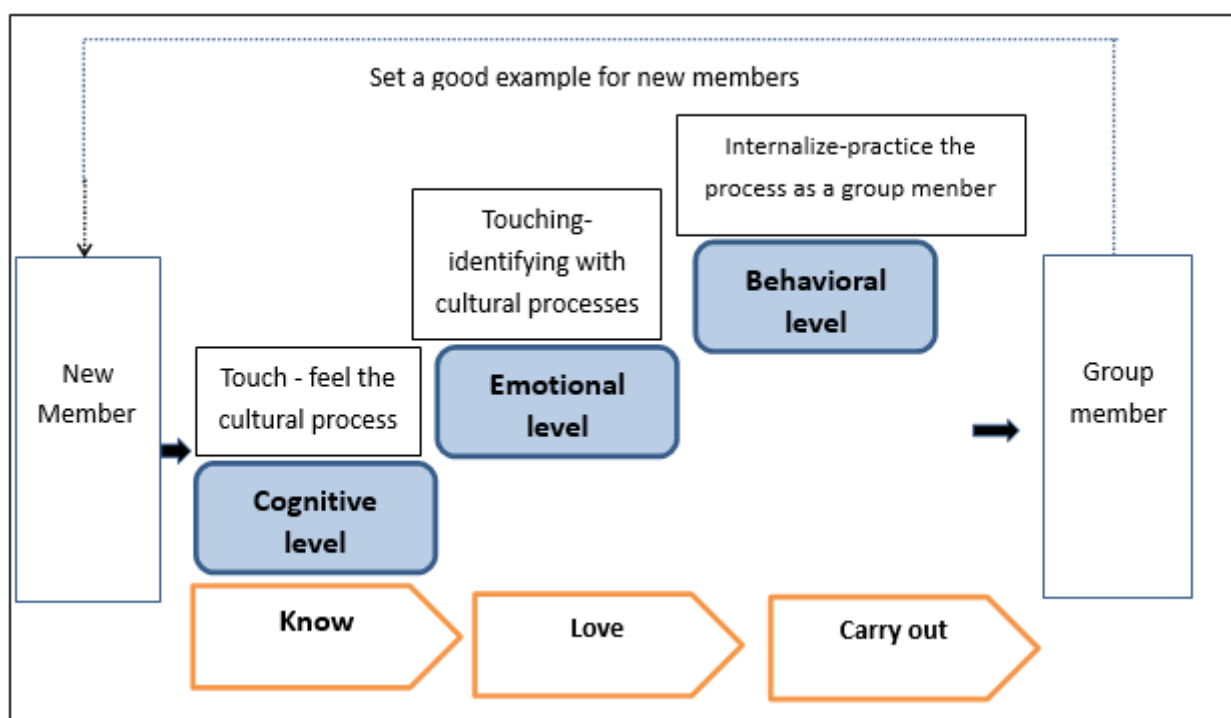


Figure 1. The basic process of internalization of identity (culture)

5. The Summary

Guangdong N college "dual identity" educational model gives outside the identity of the higher vocational education students, and let students perceive group members behavior, emotional resonance with the group members, eventually achieve the goal of cultural identity groups and group identity, and voluntary groups required by the code of conduct to self, self specification. Through the group culture of military and political teaching guide team, counselor assistant group, practice enterprises and so on, we can guide students to regulate their own behavior, promote students to form good learning habits, enhance their sense of responsibility and service, and promote students to develop good professional ethics, so as to achieve the goal of talent training in higher vocational colleges.

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