

# Moral Education of Higher Vocational College Students based on Interpersonal Communication in Students' Dormitories

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**Keywords:** Moral Education; Student Dormitory; Interpersonal Communication; Students in Higher Vocational Colleges

**Abstract:** As the main body of students' education, moral education has always been the focus of schools' attention. Moral education in colleges and universities is special and faces more complicated problems. Based on this, from the student dormitory interpersonal communication cases listed, with specific cases as the background, the characteristics of students' thoughts were analyzed, so as to put forward the improvement measures of moral education, and provide reference for moral education in Colleges and universities.

## 1. Introduction

At present, the development of higher vocational education and the training of higher vocational talents have been paid more and more attention by the state. As an indispensable application-oriented technical personnel for national development, it can be said that higher vocational students bear the hope and future of the country [1]. However, according to experience, it seems that the interpersonal communication ability of higher vocational or vocational college students can predict their future employment ability [2]. A considerable number of students who are frustrated in interpersonal communication are also those who are delayed in finding a job after graduation. In schools, dormitories are the main places for students to study, live and socialize [3]. Dormitory interpersonal relationship is the most basic and important part of students' interpersonal relationship, the harmony degree of which is related to the level of college students' learning, life, physical and mental health development, and also affects students' future employment ability [4]. According to Jin Yan and Chen Xiaomin's research report, there is a significant correlation between dormitory interpersonal relationship and career decision-making situation, that is, the quality of student dormitory interpersonal relationship is closely related to their future employability [5].

## 2. Analysis of the Present Situation and Characteristics of Interpersonal Relations in Higher Vocational College Students' Dormitories

The mental health level of vocational college students is lower than that of the national college students norm, especially the scores of anxiety [6]. The qualitative research of Yang Kai, Li Li and Zhang Ye on the psychological characteristics of vocational college students also shows that vocational college students have problems such as lack of clear career planning, deviation of self-awareness, weak interpersonal skills, mobile phone addiction and deviation of willpower regulation [7]. These characteristics are reflected in the dormitory interpersonal relationship of higher vocational students, which will make the dormitory interpersonal relationship more complex and easier to produce contradictions [8]. Based on the current investigation and research, it is found that the interpersonal relationship in the dormitory of higher vocational students is basically in a good state, but the degree of harmony is not high. The specific performance is as follows: 91.42% of the students had lived in dormitories, and only 8.58% of them just started to live in higher vocational schools, showing that most of the students could still adapt to the social life of collective dormitories [9]. However, 15.88% of the students thought that their living rules would be broken when they lived in the dormitory with other people, 65.16% thought it acceptable, and 18.96% thought it was indifferent. As for the feeling of being with roommates, 80.35% of the students felt

relaxed, just like their families, but 9.22% of the students felt uncomfortable, always felt that the other party was an outsider, and students being cautious and afraid of being hated accounted for 10.43%, showing that under different educational backgrounds, personality preferences and values were different. 43.94% of the students had good relations with their roommates, 52.81% had occasional problems, 1.68% had frequent problems, 1.57% could not live well. As for the current dormitory conditions, 42.90% were satisfied with the current dormitory conditions, 41.79% were still satisfied, 7.36% were not so satisfied, and 2.55% were unsatisfied, and the survey of students' satisfaction with dormitories is shown in Fig.1. It can be seen that the problem of dormitory interpersonal relationship existed frequently, and it was also a problem that every student must face. How to help them establish a more harmonious dormitory interpersonal relationship and create a good dormitory atmosphere is still worth further study.

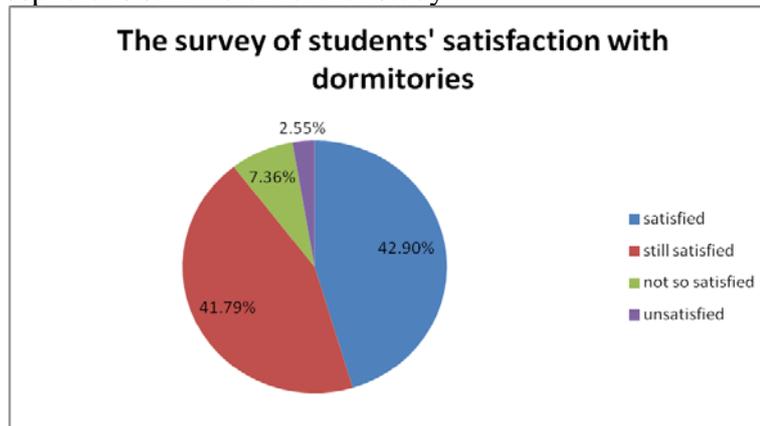


Fig.1. The survey of students' satisfaction with dormitories

### 3. Case Analysis

#### 3.1. Case statement

A girl in a class invited her dormitory classmate B to go to the dining hall for lunch. B didn't want to go to the dining hall with A. B said I didn't want to eat at noon today. But on the way, A saw B going to the dining hall with other girls. Later, when A returned to the dormitory, she questioned B about this and beat Class B. After the hospital examination, B was not seriously injured. However, I was shocked by the follow-up behavior of A, who complained to me why B went to lunch but cheated her? Instead, A showed some passionate feelings about dropping out of school.

#### 3.2. Case handling

(1) On-site timely control to avoid deterioration of the situation. First of all, after the incident, the student cadres contacted me in time, and I rushed to the scene immediately to stop the fighting between the two sides, thus avoiding the further deterioration of the situation. Then, I contacted the relevant teachers on duty to send B student to the hospital for inspection in time. After the hospital examination, fortunately, Classmate B was not injured much.

(2) To find out the cause of the incident and calm the emotions of both sides. After the incident, I learned the basic information of the two students from the class's head teacher and roommates in time. On the same day, I made a severe criticism on the behavior of A student, and clearly told A student to take full responsibility for the incident. I asked A student to apologize to B student. Then A students also recognized her mistakes. Subsequently, I also educated B student not to be unreasonable and forgiving, everything should be inclusive, any contradictions can be resolved. After criticizing and educating the students, I tried to defuse the spears of both sides and ensure that similar things would not happen in the future.

(3) To inform the facts of the incident and eliminate parents' misunderstanding. Because classmate A violated school rules, I asked two students, A and B, to write their own account of the whole incident, and immediately notified the parents of A to come to school for talks. I informed the

parents of A about the objective course of the whole incident and the results of dealing with A according to school rules and regulations. The parents of A realized the seriousness of the incident and worked with me on the ideological work of student A, and achieved good results. Classmate A and her parents apologized to classmate B, and obtained the understanding of classmate B, and made good friends again. At the same time, I also informed the parents of B about the objective situation of the incident, and informed the injuries of B, and finally decided not to pursue the fault of A.

(4) To convene thematic class meetings to raise students' awareness. I held a main class meeting on the construction of civilized dormitory. Each student took the dormitory as the unit to discuss how to create civilized dormitory and sent representatives to the stage to speak and exchange idea. Taking this as an opportunity, the students discussed the problems existing in the dormitory, such as dormitory hygiene, dormitory interpersonal relationship, thus effectively promoting the communication between students. Finally, the students discussed the case and imagined how to deal with it if it happened again.

#### **4. Improvement Measures and Solutions**

Personal level of students: Higher vocational students should fully realize the importance of establishing harmonious dormitory interpersonal relationship. Higher vocational college students are the main body of dormitory interpersonal relationship. They should fully realize the importance of harmonious dormitory interpersonal relationship, actively strive to establish such harmonious relationship, improve their interpersonal communication ability, properly solve the problem of dormitory interpersonal relationship, and accumulate interpersonal experience, which is of great significance to improve their mental health level. A student with healthy personality should be a person with stable and positive emotions, clear self-awareness, interpersonal adaptation, good social function and high tolerance. It is very normal for students in the same dormitory to have different interests, habits and views. If they can face these differences with an open and inclusive attitude, the contradictions will naturally break through.

Management level of school: Schools should attach great importance to the construction of harmonious dormitory interpersonal relations, for example, by improving the dormitory management system, attaching importance to the construction of deep dormitory culture. Perfecting the dormitory management system includes not only the hardware facilities, hygiene and discipline of the dormitory, but also the cultural construction of the dormitory at the spiritual level. The interpersonal relationship of the dormitory should also be included in the management agenda of the dormitory, and various activities should be carried out with the dormitory as the unit. Moreover, schools should also pay attention to students' ideological state and improve their interpersonal skills. Because the contradiction in dormitories in higher vocational colleges is a common phenomenon, how to deal with interpersonal relationship correctly is a difficult problem for students at present, which is related to the environment in which students grow up and the overall ideological quality. These students are always self-centered, emotional, self-esteem, like to look at problems from their own point of view, coupled with the examination-oriented education in middle school together, so that dormitories become intensive occasions of interpersonal conflicts, which is also a deep-seated problem to be paid attention to. Therefore, schools should also strengthen the education of legal concepts and try to eliminate the hidden dangers of conflict incidents. Nowadays, students are indifferent to the legal consciousness, and students' dormitory conflicts expose their fearless mentality towards fighting events. Therefore, we should strengthen students' legal consciousness, make them aware of the serious consequences of fighting, establish bottom line consciousness, let them learn to think and solve this matter with rational thinking, and firmly establish legal consciousness, so as to effectively eliminate the hidden dangers of dormitory conflicts.

Education level of family: parents' words, deeds and teaching play an extremely important role in children's physical and mental development. Some students' dormitory interpersonal relationship problems are actually the reflection of the parent-child relationship problems in their families. In fact, there are many students with dormitory interpersonal relationship problems, and the

relationship between parents and students at home is more general. Therefore, when they have interpersonal difficulties, they either do not communicate with their parents or do not get the help and support of their parents. Therefore, we should strengthen family-school cooperation, communicate with parents more, and teach parents some methods and skills to communicate with children when necessary, so as to help parents get closer to their children's hearts. Once parents and children communicate more smoothly, parents know more about their children's situation, and are more likely to help their children and give life guidance and care. Therefore, family-school cooperation is responsible for the mental health of children by paying close attention to the interpersonal relationship between children and roommates.

## 5. Summary

Good interpersonal relationship is one of the important criteria of mental health of Higher Vocational students. Building harmonious interpersonal relationship is not only the ability that higher vocational students need to possess, but also the top priority of moral education in colleges and universities. In this paper, starting from a specific dormitory case, according to the causes and results of the incident, the incident was dealt with reasonably, and in view of the causes of the case, from the aspect of moral education, the relevant improvement measures were put forward. While helping students learn knowledge and master skills, schools need to give students more support and help to promote their physical and mental harmonious development.

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