

Cultivating the Learning Habits of Higher Vocational Students in Class

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Abstract

Higher vocational education is an indispensable and vital component of national education. It bears the heavy responsibility of supplying excellent skilled labor talents to the country. However, through classroom observation by teachers and student questionnaires, it can be found that many higher vocational students have bad learning habits such as playing with mobile phones in class, over-reliance on network resources, ignoring classroom discipline, skipping classes without reason, not liking to do hands-on operations in practical teaching, and not actively thinking about problems. This article analyzes the reasons for the formation of these bad habits. Since classroom teaching is the central link of teaching activities, the success or failure of classroom teaching directly affects the formation of students' learning habits. Therefore, this article explicitly proposes the following six methods to change students' bad learning habits through classroom teaching: cultivate a positive learning attitude, establish clear learning goals, strengthen the management of classroom discipline, improve the ability of reasonable planning, enrich teaching methods, and enhance teaching ability. Make full use of classroom teaching to stimulate students' learning potential and develop good learning habits.

Keywords: Learning Habits, Classroom Teaching, Higher Vocational Education, Cultivating Habits

Introduction

Higher vocational education is an integral part of talent education. In the current social environment, higher vocational education provides society with applied compound talents with a solid professional foundation, high professional skills, high professional proficiency, and high ideological and moral quality (Winterton, J., 2017). Higher vocational students generally have poor foundations and weak learning abilities (Hyland, T., 2019). At the same time, they have no pressure to go to college, often lack clear learning goals, and lack interest in the major they study. Therefore, it is common for them to be inattentive in class and absent from class. With the development of the times and the popularity of mobile devices, higher vocational

students have more and more lousy learning habits, such as playing with mobile phones in class, relying on network resources and ignoring classroom learning, not liking to do hands-on operations in practical teaching, not actively thinking about problems, and directly searching for answers. These bad learning habits have led to increasingly prominent issues in the course teaching of higher vocational education, and the difficulty of higher vocational management has increased. As the saying goes: "If you sow behavior, you will reap habits; if you sow habits, you will reap character; if you sow character, you will reap destiny." This shows the importance of cultivating good habits. If a student does not have good learning habits, gaining a foothold in today's fiercely competitive society will be difficult. Most higher vocational students are between 18 and 20 years old. This is an essential period for developing good learning habits. The classroom is the central place for higher vocational students to learn knowledge and skills, so classroom teaching is a meaningful way to cultivate good learning habits for higher vocational students (Gonczi, 2020). This directly affects how much knowledge students acquire and their ability to apply the knowledge they have learned to solve problems. How to cultivate good learning habits for higher vocational students through classroom teaching is an important issue that needs to be solved in current teaching.

The Current Situation and Causes of Lousy Learning Habits among Higher Vocational Students

The current situation in classrooms in higher vocational colleges is that teachers passionately teach knowledge on the podium, but very few students listen carefully to the lectures (Burgan, M., 2006). Most students do whatever they want; some sleep and play with their mobile phones. As long as it does not affect the teacher's lecture, students and teachers seem to have reached a tacit understanding and do not disturb each other. On the one hand, with the extensive use of electronic devices, students' lousy learning habits, such as playing with mobile phones in class, being unable to concentrate, and not participating in classroom activities, are becoming increasingly severe. On the other hand, negative information on the Internet, such as "studying is useless" and "vocational college students graduate and work in factories," also affects the life and learning attitude of vocational college students. This causes some vocational college students to have negative emotions about learning, and they will not develop good learning habits. With the use of multimedia and other equipment in the classroom, many vocational college students have developed bad habits of not bringing textbooks, not listening carefully, and not taking notes. They think they have mastered the knowledge by asking for the courseware after class. In the long run, vocational college students do not have good learning habits, leading to poor learning results, increased exam failure rates, and some students even drop out of school. To this end, this paper conducted an in-depth investigation into the lousy learning habits of contemporary higher vocational students through questionnaires and classroom observations.

Research Objective

To understand the current status of lousy learning habits of higher vocational students, to provide targeted improvement suggestions for teaching management departments, teachers, and students themselves, and to promote the improvement of teaching quality and the cultivation of good learning habits of students.

Methodology

This survey combines a questionnaire and classroom observation. The questionnaire design includes multiple-choice questions and a small number of open-ended questions, covering

multiple dimensions of students' self-cognition; teachers and teaching assistants complete classroom observation to ensure the comprehensiveness and accuracy of the data.

Table 1

Questionnaire on Bad Learning Habits of Higher Vocational Students

Number	Category	Question	Options
1	Basic Information	Your grade:	_____
2	Basic Information	Your major:	_____
3	Basic Information	Your gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Do not disclose
4	Preparation	Do you usually prepare for new course content before class?	<input type="checkbox"/> Always <input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> Never
5	Preparation	If you don't preview, what is the main reason? (Multiple choices are allowed)	<input type="checkbox"/> Not enough time <input type="checkbox"/> Don't know how to prepare <input type="checkbox"/> Other
6	Classroom Performance	Are you often distracted or playing with your phone in class?	<input type="checkbox"/> Always <input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> Never
7	Classroom Performance	Have you ever been late, left early, or been absent from class?	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
8	Classroom Performance	Do you chat in class?	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
9	Classroom Performance	Do you sleep in class?	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
10	Classroom Performance	Have you ever eaten breakfast in class?	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
11	Classroom Performance	How often do you actively ask questions or participate in discussions in class?	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
12	Classroom Performance	Are you active in the practical sessions?	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
13	Notes and Review	What is your habit of taking notes in class?	<input type="checkbox"/> Detailed records <input type="checkbox"/> Record key points <input type="checkbox"/> Take photos and record <input type="checkbox"/> Never take notes
14	Notes and Review	After class, do you review the class content promptly?	<input type="checkbox"/> Always <input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> Never
15	Notes and Review	How important do you think the review is to consolidate classroom knowledge?	<input type="checkbox"/> Very Important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Not important at all
16	Homework and exams	What is your attitude toward completing homework?	<input type="checkbox"/> Completed seriously <input type="checkbox"/> Just dealt with it perfunctorily <input type="checkbox"/> Often not handed in

17	Self-awareness and improvement	Which aspects of your learning habits do you need to improve? (Multiple choices are allowed)	<input type="checkbox"/> Preparation before class <input type="checkbox"/> Class concentration <input type="checkbox"/> Others
18	Self-awareness and improvement	What kind of help would you like the school or teachers to provide to improve your learning habits? (Open-ended question)	_____

Participants

This survey selected 99 students from two classes of 2022 and 2023 at Zhenjiang College, China, as samples. To ensure the representativeness of the samples, the samples covered different grades, majors, and genders.

Results

The survey results show that 55 students, accounting for 55.55 %, are distracted in class and addicted to their mobile phones, which is manifested by frequently checking their mobile phones, playing games, browsing social media, etc., in class. 43 students, accounting for 43.43 %, lack preparation and review. These students reported that they did not prepare before class and did not review after class, resulting in low-class participation and weak knowledge mastery. 29 students, accounting for 29.29 %, have poor note-taking habits, mainly including not taking notes, scribbling randomly, or incomplete records, affecting knowledge organization and review. 21 students, accounting for 21.21%, are late, leave early, and skip classes. Some students are late for class or leave early, affecting the continuity of learning and classroom order. 18 students, accounting for 18.18%, lack classroom communication, which is manifested by not actively asking questions and participating in discussions in class, not doing hands-on operations in practical sessions, and lacking interaction with teachers and classmates. There are 13 students who have other bad habits, such as sleeping in class and eating breakfast, accounting for 13.13 %.

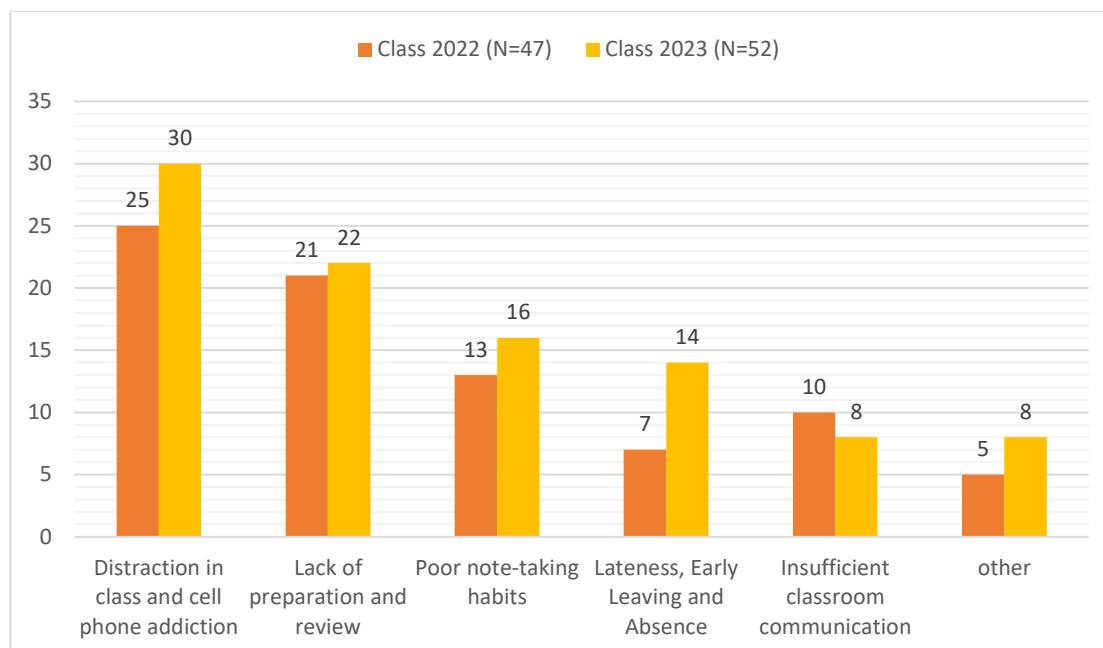


Figure 1 Statistics of students with bad learning habits in two classes

Causes of Lousy Learning Habits among Higher Vocational Students

Negative Attitude towards Learning

Most higher vocational students rarely have successful experiences in the primary education stage. They are often ignored and denied by teachers or parents. Therefore, they usually lack interest and motivation in learning. Years of poor academic performance and teachers' blame and indifference have gradually made them tired of learning. In addition, the failure of the college entrance examination has made them doubt their abilities. They have a strong sense of loss and inferiority in learning. Cognitive intrinsic drive is the most important and stable motivation in learning. It is a relatively stable learning motivation gradually formed after many successes in learning and experiencing the joy of meeting needs (Wlodkowski, & Ginsberg, 2017). Higher vocational students often lack successful learning experiences to enhance cognitive intrinsic drive and enhance learning motivation. They usually show confusion and negativity when learning.

Unclear Learning Objectives

The most obvious problem for students in higher vocational colleges is that they do not have clear learning goals. The reason may be that they are not clear about the initial choice of major, lack a detailed understanding of the major, and are not clear about the course structure and future employment situation of the major. Therefore, the fundamental problem of unclear goals arises in the learning process, and there is no clear plan for "what to learn" and "how to learn." These also lead to students having no motivation to learn and a lack of willingness to actively learn, which leads to many bad learning habits.

Disordered Classroom Discipline

Due to the limited classroom resources and the characteristics of the curriculum in higher vocational colleges, students do not have fixed classrooms and can choose their seats freely. This has created opportunities for some violations of attendance discipline to a certain extent. Some students take advantage of loopholes such as large classrooms, large numbers of students, and teachers not being able to quickly notice all the students, and commit violations

such as being late, leaving early, and skipping classes. Some students chat with their classmates next to them during class. Some students secretly send text messages and play games on their mobile phones. Some students are in a daze or simply fall asleep. Such disordered classroom discipline cannot create an environment for students to concentrate on listening to the class and will also affect other students who listen carefully.

Divided Attention

Compared with the simple study life during the primary education period, students who enter higher vocational colleges have a more accessible and more relaxed learning environment. The more prosperous extracurricular life and social activities attract them. On the one hand, it is worth advocating that students' hobbies and specialties be displayed and their abilities can be exercised. On the other hand, some students will show fatigue and sleepiness in class because they do not arrange their time reasonably and allocate their energy appropriately. Some higher vocational students also use class time to plan activities. Because higher vocational colleges have many courses and rich content, it is difficult for students to concentrate, and their energy is insufficient.

Monotonous Classroom Teaching Methods

At present, higher vocational colleges have generally used multimedia as the primary means of classroom teaching. Courseware in various forms effectively integrates resources such as text, pictures, animations, and videos. This makes the abstract content that traditional teaching methods cannot explain become vivid and intuitive, deepening students' memory and understanding of knowledge points. At the same time, multimedia teaching dramatically increases the amount of information in the classroom, allowing students to obtain more information in just a few minutes, which is conducive to improving classroom teaching efficiency. Many teachers like electronic courseware because of its easy operation and convenient update. But everything has two sides. Because some teachers rely too much on this advanced teaching method, they are easily constrained and cannot play freely and passionately, eventually leading to a dull classroom atmosphere (Zhao, 2019). Students become audiences in the classroom, unable to participate in the interaction with the teacher, and ultimately lose the space for imagination and thinking. Students don't need to take notes because they can easily copy the courseware after class and then develop the habit of not listening carefully.

Boring Classroom Teaching Techniques

Since the courses in higher vocational colleges are highly theoretical, professional, and exploratory, it is not easy to teach every class well (Said, 2018). Some higher vocational teachers lack the necessary teaching skills due to lack of experience. Some teachers think that as long as they repeat all the contents in the textbook, there is no need to use teaching skills to improve the teaching effect. Their classes do not have critical points or difficulties. Some teachers have too many other social affairs to take on and do not have the time and energy to study teaching skills (Passe, 2006). Such insincere and boring classes make it difficult for higher vocational students to arouse their interest in learning and correct their attitudes.

Strategies for Cultivating Learning Habits of Higher Vocational Students through Classroom Teaching

Cultivate a Positive Learning Attitude

More and more vocational college students show behavioral characteristics in class, such as not caring about grades, not participating in classroom activities, and not actively interacting with teachers. Once students with a defeatist mentality encounter difficulties and challenges, they choose to escape. This mentality is very dangerous and not conducive to their development or society. They only focus on themselves and don't care about their surroundings. This negative psychology of vocational college students is a psychological stress response caused by frequent challenges and setbacks (Park et al.,). This state is a manifestation of irresponsibility to themselves. Therefore, teachers should not only teach professional knowledge in class but also strengthen the cultivation of students' sense of responsibility and mission. Teachers can let students feel the pride of being contemporary youth from the bottom of their hearts by integrating patriotism education into the classroom. By vigorously promoting the harmfulness of negative mentality, students can establish a correct world outlook, outlook on life, and values. Teachers should not only meet students' needs for knowledge in class but also meet their emotional needs. A positive learning attitude is the basis for cultivating students' good learning habits.

Establish Clear Learning Goals

Many vocational college students think they go to school to get a diploma and don't care about GPA and various school awards as long as they graduate successfully. Some students enter vocational colleges after intense study in high school. Without the supervision of teachers and parents, they have no goals and fall into confusion. After entering vocational colleges, some students are attracted by new things in school and society and spend much time doing things unrelated to study. The above are all manifestations of a lack of sense of purpose. They lack correct guidance and planning, leading to insufficient motivation for learning and difficulty developing good learning habits. Student needs, master student characteristics, and growth patterns should guide vocational college teachers. They should use career planning courses and professional courses to guide students and guide students to formulate highly operational and feasible learning goals based on their characteristics and future development needs.

Strengthen the Management of Classroom Discipline

Teachers in higher vocational colleges often invest more energy in polishing their teaching content, neglecting classroom discipline management, classroom environment management, and teaching interaction. In higher vocational classrooms, teachers neglect classroom management and fail to manage students' loose and lazy behaviors. This will lead to a dull classroom learning atmosphere, low student participation in teaching, and a sense of distance between teachers and students, resulting in poor teaching results. This management method is not conducive to the classroom experience of higher vocational students and is easy to indulge students' lousy learning habits. In daily study and life, higher vocational teachers should strengthen students' awareness of observing discipline and respecting the fruits of others' labor, starting with small habits such as keeping the desktop clean and not eating breakfast in the classroom. Students will naturally be invigorated when studying in a neat, bright, and orderly classroom. On the contrary, if the classroom is dirty and the students sit crookedly, it will lead to low student enthusiasm for learning. Classroom rules should be

formulated in a targeted manner according to the actual situation of students. Teachers should communicate more with students and think about problems from the student's perspective. Teachers respect and care for students, and students will actively respond to teachers in class, correct bad habits, and build a harmonious teacher-student relationship. Teachers and students should work together to formulate classroom rules, work together, implement scientific policies, and take multiple measures to reduce students' inappropriate behavior in the classroom. A high-quality classroom learning environment is conducive to cultivating students' good learning habits, improving their concentration and learning initiative, and enabling them to develop their comprehensive qualities in an all-round way (Han, & Qin, 2023).

Improve the Ability of Rational Planning

Higher vocational colleges should guide students to develop a long-term vision and learn to plan rationally. The study life of higher vocational students is vibrant, and they need to manage their time rationally to complete their studies better. Due to the short class time and the large amount of knowledge, students must complete many thinking and understanding tasks after class. When students first enter the higher vocational campus, teachers should cultivate students' habits of rational planning and self-learning to help students learn and live efficiently. Since higher vocational students have rich after-school activities and lack time and energy for learning, teachers can use the classroom to guide students in clarifying how they think about problems and the efficient learning method. For example, when encountering a problem, what method can be used to find the answer quickly and accurately? Teachers can show in class how to quickly find the correct answer from a large amount of information searched on the search engine and how to accurately describe and locate the problem. At the same time, teachers need to allow students to practice and think actively in class. Reasonable planning is an ability and a good learning habit.

Enrich Teaching Methods

The traditional classroom teaching form and textbook content are single, and vocational college students can quickly lose interest (Chang, 2021). The introduction of platforms such as "smart classroom" allows teachers to understand students' learning effects promptly. In the early stage of promoting a "smart classroom," students were attracted by the new teaching model. However, after applying, students also devised many "countermeasures." For example, a mobile phone can "shoot questions" to quickly find and exchange answers. Vocational college teachers should reasonably set the test content and assessment form corresponding to the knowledge points. It is not advisable to set too many questions, and the test content can be solved with the current class or previous knowledge points. If the test questions are too complex or too many, students will not concentrate and choose to learn from others' answers or search for answers on the Internet, and the test effect is not good. Usually, the teacher's response is to set a short time to release a question or come up with a new one. The direction of teachers' efforts should be to enable students to develop the habit of listening carefully and thinking actively in class rather than for the score behind a correct answer. Teachers should systematically plan teaching activities and focus on cultivating students' innovation and practical abilities. Taking computer majors as an example, for the study of professional introductory courses, some knowledge is relatively abstract. It can be demonstrated in multiple ways, and teaching resources can be reasonably interspersed to continuously attract students' attention. For example, the collaborative relationship between

some hardware can be displayed by inserting animated images or multimedia in the courseware. The nouns or complex operation processes mentioned in the textbooks that are difficult to understand can be explained by finding corresponding physical pictures. With the help of multimedia, teaching in various forms not only broadens students' learning horizons but also significantly deepens students' impression of knowledge points and can achieve better teaching results. Reasonable online and offline interactions, multi-form switching, and rich teaching resources can attract students' attention and create a new teaching model of an "immersive + flipped classroom." Teachers' teaching content should be accurate and vivid at the forefront. Teachers should give students clear feedback. If students solve problems and provide new solutions, teachers should give students the necessary affirmation and encourage students to develop the habit of active thinking and independent problem-solving. The study of professional practice courses requires encouraging students to develop the habit of active, hands-on work based on understanding. Teachers should switch to flexible questions in some questioning methods and inspire students to develop the habit of active exploration and independent thinking through inspiration. Otherwise, students will eventually fall into a vicious circle once they develop incorrect learning habits.

Enhance Teaching Ability

Current teaching curriculum design of higher vocational colleges lacks scientific and reasonable curriculum design that meets the learning characteristics of young students (Calero López, & Rodríguez-López, 2020). This is also a common problem in all higher vocational colleges. Higher vocational teachers must improve their professional ability to attract students. Teachers should learn continuously, constantly improve themselves, strengthen their professional quality, and explore relevant scientific and technological development information. Teachers should participate in more expert lectures, academic conferences, and other activities, improve their knowledge system through various channels, and provide students with teaching content that keeps pace with the times. Teachers should make reasonable plans for course design, and the teaching content and presentation form must be carefully considered. During the teaching process, pay attention to the status of students in class. Teachers should reflect and adjust teaching methods and methods in time according to the characteristics of students, pay attention to students' psychology, and communicate in time. Teachers should choose exercises of appropriate difficulty according to the learning needs of students at different levels so that students can find confidence. When teachers teach essential knowledge points, if they see that some students are not paying enough attention, they can ask them questions, achieving the expected teaching goals and drawing back students' attention. When students raise questions that have not been thought deeply or are not understood accurately, teachers should not actively give answers. Still, they should guide students more in developing the habit and ability of independent thinking. During the teaching process, we should judge the strengths and weaknesses of students in the learning process and make targeted improvement suggestions for students with bad learning habits. After students develop good learning thinking, they will develop good learning habits. When they encounter difficulties, they will no longer try to escape but actively seek solutions. Teachers should discover the shining points of students, stimulate their interests and potential, and influence the content and depth of students' learning by changing the "assessment method" and "teaching concept" to promote the learning of knowledge. Teachers should constantly summarize experiences and lessons in the teaching process and

improve their teaching ability. A teacher with excellent teaching ability can help students develop good learning abilities and habits to achieve exemplary teaching results.

Discussion

Negative learning attitude, unclear learning goals, disordered classroom discipline, scattered attention, monotonous classroom teaching methods, and boring classroom teaching skills combine to breed a dull classroom learning atmosphere and result in vocational college students developing lousy learning habits. These factors are not isolated; they influence and interact with each other. Problems in one link may lead to the emergence of different issues. They jointly restrict the efficiency of classroom teaching. Only by cleverly designing countermeasures and eliminating these factors to the greatest extent can we effectively cultivate good learning habits in vocational college students and improve classroom teaching effects.

Strengthening classroom management in colleges and universities is vital in improving teaching effectiveness. Classroom management includes two levels: the first is teachers' management of students. Through the conscious strengthening of scientific management of students by higher vocational teachers, students can master the ability and habit of self-management and practical learning. This management level can be carried out flexibly, mainly by formulating some rules and systems that require students to implement effectively. For example, attendance system, classroom discipline, and what to do if there is a violation, etc., so that students realize that in a public place like the classroom, everyone is a part of it. Only by jointly maintaining it and caring for it can we gain a lot. The second level refers to the self-management of higher vocational students, which can be achieved by cultivating self-discipline and self-regulation. Under the requirements of strict discipline, students may only passively comply at first, but with the improvement of their quality and cultivation, this compliance will transition into a habit, from conscious to spontaneous. Thus, a harmonious whole is constructed to ensure the orderly progress of classroom teaching.

When teachers give lectures unilaterally, and students do their things in their seats, classroom teaching cannot resonate and thus cannot achieve good results. At this time, vocational college teachers must improve their teaching ability and enrich their teaching methods to improve student's learning interest and attention, obtain more active participation, and create a relaxed and pleasant learning environment. Vocational college teachers can attract students' attention and thinking by improvising scenarios and asking questions in class. The setting of scenarios should be closely linked to the knowledge points being taught, and examples close to life should be listed to give students an imaginative space to arouse students' interest and stimulate their desire for knowledge. A scenario setting is handy for analyzing complex and critical expertise, which can make the difficult easy and the abstract intuitive. Targeted classroom questions can mobilize students' nervousness, remind students to listen carefully, guide students to actively think and find answers, and cultivate the habit of analyzing and solving problems independently.

It should be noted that the promotion and application of multimedia teaching is indeed a reform of classroom teaching. However, suppose it is ignored and relied on without considering actual needs. In that case, it will have a counterproductive effect, causing students to develop lousy learning habits such as excessive use of mobile phones in class and not

listening carefully after copying courseware. Therefore, teachers should pay attention to the characteristics and nature of the subject, closely combine the advantages of multimedia teaching with traditional teaching, and adopt various teaching methods to effectively improve the teaching effect. Teachers can skillfully use the teaching methods combined with blackboard writing, teaching aids, models, and multimedia to make the teaching process flexible and diverse, vividly connect various knowledge points, and analyze them to deepen students' memory and understanding. For example, timely blackboard writing can immediately attract students' attention. The content of the blackboard writing may emphasize concepts and principles or difficult-to-understand words and sentences. While students' eyes are fixed on the chalk writing, they will involuntarily remember and think, thus unconsciously developing the learning habits of listening carefully and thinking actively. For some abstract three-dimensional configurations and experimental phenomena, teachers can use models and animations to explain, demonstrate, and discuss with students face-to-face the patterns of various configurations, the conditions, processes, and results of experimental phenomena, etc., to help students understand correctly, cultivate students' hands-on operations, and actively participate in classroom teaching habits.

Conclusion

Good learning habits require cooperation between teachers and students, and there is a specific process. This process is a process from external fields to internal control, an inevitable process from instability to relative stability, and a process in which good habits constantly fight against bad habits. In this process, teachers in higher vocational colleges need to make good use of precious classroom teaching time to provide correct guidance to students, help higher vocational students abandon lousy learning habits, gradually develop good learning habits, allow students to build more soundly, and eventually grow into new talents that are beneficial to social development.

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