Analysis on the Learning Burnout of College Students of Computer Science in Chongqing

Linfeng Tian
Chongqing College of Electronic Engineering, Chongqing, 401331, china

ABSTRACT: After more than 10 years' development of Higher Vocational Education in Chongqing, it plays a very important role in promoting the economic development of Chongqing and promoting social progress. With the expansion of enrollment, the scale of higher vocational college students is more and more big, but the quality of students' learning has decreased year by year, showing that there is a lack of learning interest, such as the lack of learning interest, attitude is not active and so on. In this paper, through the analysis of the status quo and causes of the students in Chongqing vocational colleges, this paper puts forward some solutions.

1 GENERAL INSTRUCTIONS

China's higher vocational education is an important component of higher education, is an important force to promote economic development in Chongqing. Chongqing's economic development and social development plays an important role in promoting. Chongqing higher vocational education after more than and 10 years of development, Chongqing currently has more than and 30 higher occupation colleges, the annual enrollment of nearly 7 million people, but now Chongqing vocational college students lack enthusiasm for active learning burnout phenomenon is becoming increasingly serious, and the professional knowledge also lose the synthetical quality of the progress of confidence; Along with the occurrence of many problems, and ultimately affect the training of higher vocational talents, but also restrict the development of society and economy in Chongqing. With the rapid development of Chongqing higher education occupation, how to further realize the higher occupation education change from quantity to quality increase, make it become an important driving force of national economic transition and become a core topic of research on Higher Vocational Education in Chongqing.

2 REASONS FOR BURNOUT OF HIGHER VOCATIONAL COLLEGE STUDENTS IN CHONGQING

2.1 Lack of learning ability and the lack of learning ability

Currently in Chongqing vocational college students, is a part of high starting point and accept the higher occupation education students, and a considerable part of the occupation high school students, they are in high school stage on the basis of knowledge and no attention, no high school to lay a good foundation, there is no good learning habits, to vocational school basic courses and the course didn't understand, not, these students based distance learning goals too far, they often do not experience the taste of success, simply choose to give up completely, for learning, learning or not, the time and energy on studying outside. Currently in Chongqing vocational college students, is a part of high starting point and accept the higher occupation education students, and a considerable part of the occupation high school students, they are in high school stage on the basis of knowledge and no attention, no high school to lay a good foundation, there is no good learning habits, to vocational school basic courses and the course didn't understand, not, these students based distance learning goals too far, they often do not experience the taste of success, simply choose to give up completely, for learning, learning or not, the time and energy on studying outside.
2.2 Professional interest and lack of professional knowledge to produce burnout

The students because of some external factors without the right to choose their own professional, admission of professional knowledge is not enough attention to the serious lack of professional knowledge and skills learning attitude, there is no clear learning objectives, lack of learning enthusiasm and active learning habits, not sum up learning methods, teachers need to constantly arrange guided learning, encountered difficulties and setbacks can not persist in efforts to overcome the difficulties, just learning to cope with the examination, extracurricular learning and active participation in the activities of little knowledge, he cannot expand to consolidate learning can improve gradually, on learning burnout.

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2.3 Social and other external factors such as the invasion of students to learn to produce burnout

At present, under the influence of all kinds of adverse factors, the learning environment of Higher Vocational College Students in Chongqing has been greatly affected, students can not correctly deal with the treatment, and the reasonable arrangement of work and rest time; All online games, Internet chat, online classes during the day pitched, sleep, love, love to sell business, make money; spend a lot of time and energy into the outside of the classroom and books, learn things outside when the main industry, to learn when to give up the sideline, exam, exam cheating phenomenon is very serious; some students often leave. Earn money in the society, leading to the more they do not adapt to the existing learning environment more and more, and ultimately lose interest in learning burnout. Has an important influence on the attitude of other class members of the class atmosphere, if the class is not the style of study, learning atmosphere is not strong, negative and decadent mood spread in the heart, herd effect, so that more and more students. In this environment, become lazy.

2.4 Teaching methods and quality of teachers lead to learning burnout

At present, teachers in Chongqing vocational college is almost 211, 985 yuan of young gifted students, they had good grades, learning method, teaching method is advanced by education, in teaching to complete the teaching system according to their way of thinking, not according to these poor foundations, ability to accept students with poor adjustment of teaching plan, at the same time the amount of information in teaching, interaction with students, exchange opportunities, teaching methods of avant-garde, students cannot understand and accept the one-sided, find the cause from the student body, do not find from their own teaching, make students feel the learning difficulty is too big, lose interest in learning confidence course, job burnout heart, eventually give up to course of study.

3 COUNTERMEASURES OF LEARNING BURNOUT OF HIGHER VOCATIONAL COLLEGE STUDENTS IN CHONGQING

3.1 Grasp the basic ability to improve learning

For college students in Chongqing foundation, should start from the most basic part, teach students how to make notes in class, how to find and solve problems in the process of learning; let them know their spare time to make full use of the library, reasonable use of network to expand the amount of knowledge, in-depth grasp of professional ability, improve professional learning interest and enthusiasm; let them in the learning method, change from passive to active learning, students self-learning ability, self-control ability and independent thinking ability; vocational students truly master the learning method, deepen students' understanding of learning methods, is an important way to improve the quality of learning, to overcome the problems of Higher Vocational Students' learning in order to alleviate job burnout, and because of the weak foundation.

3.2 Strengthen professional education

Understanding the decision attitude, strengthen the school of professional education, is to enable students to learn professional understanding, clear their direction, forming good expectations for the future, the resulting interest in professional learning, and stimulate interest in learning the inner drive. With the continuous deepening of study, the students should constantly re understanding of professional education, professional skills through lectures, competitions and other forms, to enable students to gradually deepen understanding of the professional, and establish the professional feeling of pride and
enthusiasm for professional love into the source of motivation for learning.

3.3 Strengthen the management of school supervision and publicity and education

To strengthen the atmosphere in class and construction, to create a good learning environment, let the student in the herd heart driven by active participation in learning activities. Through the establishment of rules and regulations, standardize the learning activities of students, the lack of learning consciousness of students to be binding, to help students develop good study habits; take the incentives for students with good learning behavior in time is to strengthen the correct orientation, and the students' learning behavior; time constraint and guide in the learning process the students, eventually forming a good learning atmosphere. Strict out, fair and impartial principle, refused to school students speculation phenomenon; not too early, too heavy, too much emphasis on student entrepreneurship and distracted students learning professional knowledge of the energy.

3.4 Improving teachers' consciousness and improving teaching methods

In the teaching of Higher Vocational Students' abilities as the basis for the appropriate adjustment of teaching, adopting the modular differential teaching and teaching, strengthen the interaction and communication between teachers and students, so that students can improve uneven, harvest, everyone can experience the feeling of success, and the resulting confidence; good teachers play the desired effect role in the students' positive attitude expectations, to maximize the potential of students, and personal charisma influence the students, to help students build up confidence in learning, let students not only master knowledge, grasp learning methods, improve teaching methods to enable students to adapt to the new curriculum; increase the reconstruction and expansion efforts to improve practice and training conditions, teachers and teaching methods, to meet the learning needs of higher vocational engineering combined, in order to avoid active learners into passive A spectator, even from the learning process, the formation of burnout; strengthen the construction of the "double" teachers, let the teachers go out to improve the technical ability, the teachers should not only have the competency theory teaching, practice teaching quality.

REFERENCES

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