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An Analysis of the Relationship and Development of Psychological Safety and Knowledge-seeking Needs of Secondary School Sents

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Abstract: *The secondary vocational education system has been implemented in China for a short time, and since the reform and opening up, along with the needs of social development, secondary vocational education has produced front-line workers for various industries in this process. Throughout the past three decades, secondary vocational education has been developing towards quality, specialization, and modernization. However, the role expectations and positioning of students in secondary vocational education have been fundamentally reversed, and the whole society is full of the theory that studying is everything and secondary vocational students are just "defective" who are eliminated by secondary school examinations. At the early stage of reform and opening up, secondary vocational education had a new development. However, around 2000, people's perceptions changed and secondary vocational education became a non-optional choice. The students of secondary vocational education are facing a dilemma that they are at the end of the academic chain and facing the stigmatization from the society, school, and family, which makes the psychological problems of adolescents at the age of rebellion and psychological weaning period more prominent. This paper explores the psychological difficulties of secondary school students and the solutions from the perspective of psychological security and psychological satisfaction.*

Keywords: *Psychological safety of secondary school students; Psychological characteristics; Knowledge-seeking development*

Characteristics of Psychological Problems of Secondary School Students and Their Influencing Factors

Characteristics of Psychological Problems of Secondary School Students

The characteristics of secondary school students' psychological problems usually appear along with problem behaviors, which are further driven by psychological problems and increase the frequency of problem behaviors, such as truancy, fighting, early love, etc. The psychological development itself is continuous, and the changes in psychological characteristics are phased and regular. In the process of physical and mental development of adolescents, they will inevitably encounter conflicts with different environmental stimuli. When students cannot balance well the interaction between the subject and the environment and the subject and the individual; or when the subject cannot adapt well to the environment and the surrounding environment cannot satisfy the individual's sense of security, the individual's psychological characteristics will transform in the direction of negative psychological problematic characteristics.

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For the psychological environment of secondary school students' home and school survival, the author adopted a questionnaire method to conduct an initial survey and data analysis of 97 students in two classes. The questionnaire analyzed the students' survival environment situation in three dimensions. The first dimension is the family environment, the second dimension is the school environment, and the third dimension is the students' expectations and plans for themselves, and this dimension corresponds to the higher-level psychological needs. The extent to which students are psychologically safe in their current environment is analyzed in terms of the degree of the intention of the different options, thus arguing for the correlation between psychological safety and the knowledge and development of students. The results of the questionnaire collected showed that roughly 60% of the students did not receive encouragement in their home environment, the level of parental expectations was very low, and 40% of the students had experienced verbal attacks from their families. In contrast, in the school environment, the level of neglect by teachers was high, and 60% of the students had low levels of concern about their grades and rankings. The author then conducted in-depth interviews with a random sample of six in an attempt to disentangle the relationship between students' problematic psychological behaviors and their psychological needs.

The age of entry of students in secondary vocational education colleges is not very different from the age of entry of students in general high schools, and the stage of their psychological development is still at the same level and has the same characteristics. It is believed that teenagers are in the "psychological weaning period" and "stormy period", and all the environmental influences that come with it will become important factors in their psychological development. Due to various policy and environmental reasons, the enrollment in secondary vocational education has been reduced in a variable range, resulting in a certain similarity in the student population. As a result, there are some commonalities in the psychological characteristics of students, but compared with the psychological characteristics of students in general high schools, the number of psychological manifestations that affect the external problem behaviors increases significantly, which makes the psychological characteristics of secondary vocational students appear special.

First, interpersonal tensions have led to a surge in the number of school violence (Zhang,2014). School violence has always been a prominent school safety issue since. The physical and psychological damage brought to students by school violence was ignored by teachers for a long time because it was not part of the specific scope of teaching and occurred in the blind spot of teachers' work and school management. School violence is already present in compulsory education and even in elementary school. There are many reasons for interpersonal tensions, some of which can be converted into school violence and have a serious negative impact on students' psychology and learning. A certain number of secondary school students have suffered from a certain degree of school violence in junior high school, and until high school, it still affects their interpersonal skills, and they will have poor interactions and won't interact, which in turn stimulates new school violence problems.

Second, strong inferiority complex and an aversion to learning. The inferiority complex of secondary school students comes from many aspects. Firstly, family reasons, some of the families of secondary school students are divorced or left-behind children, and there is a great difference in the distribution of educational resources and the enjoyment of educational resources among students in cities. Secondly, due to their cultural performance, most secondary school students have lost their initiative and interest in learning because they failed in the secondary school entrance examination or their boredom in the compulsory junior high school stage

is very prominent. Thirdly, peer pressure, secondary school students will face the suspicion of peer pressure from relatives and friends, and the negative emotions brought by these environments will aggravate their low self-esteem. The negative emotions brought by these environments will aggravate their low self-esteem. All these reasons will cause more serious anxiety and addiction to online virtual games and virtual interactions to get rid of the real psychological difficulties.

Third, is the wrong climbing mentality. Climbing psychology exists in all ages and all grades. Climbing psychology is essentially a competitive behavior, good competition is beneficial for learning and working efficiency, and wrong climbing psychology still comes from an inferiority complex. The phenomenon of climbing among secondary school students also exists in various categories, and the content of climbing is different between boys and girls.

Fourth, there is a proliferation of early romance problems induced by a "lack of love and attention". Early romance is a common problem in secondary vocational schools and appears to be more difficult to support in working with parents than in regular high schools. In secondary vocational schools, early romance is also more likely to occur in children from single-parent divorced families and those with high levels of parental neglect.

Finally, the avoidance mentality is serious, self-identity is confused, and self-role is not formed correctly in time. The adolescent stage is a critical period for the formation of self-identity. And a large proportion of middle school students do not form their self-role in time. They are not clear about their future goals and are in a state of avoidance mentality about their future planning.

Factors Influencing the Problematic Psychological Characteristics of Secondary School Students

The psychological characteristics of secondary school students are relatively concentrated and prominent compared with those of general high school students. In the questionnaire in a sense, all the academic problems of secondary school students have common tracing points in the problem of mental health. It also corrects their reasons, which are mainly manifested in the following two aspects.

One of them is the environmental factors. On the one hand, is the family environment. Family is the first place of education (Tang, 2015), family education must be combined with school education, educational influence must be in one direction, the student can get good psychological development. When a student has a problem, it is usually the family that has the problem. Parental neglect is an important reason for students' psychological insecurity. The author believes that students' physical and mental development is highly differentiated, and both too much neglect and too much attention will have negative effects, while students at the secondary education level belong to the former. On the other hand, is the social environment. The influence of the social environment is that it spreads the idea of "study is everything" and "study to get a good university", etc. The social consciousness of the group thinks that secondary education is the most hopeless path. Therefore, secondary school students are also facing suspicion and disdain from their elders who are influenced by them. The social environment is also influenced by the proliferation of social media, which spreads violence,

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pornography, horror, and gore to give wrong guidance to adolescents. Finally, the school environment, where students spend half of their time, plays a pivotal role in the development of their mental health and has a corrective effect on the influence of poor family and social environments. School safety is expressed in many ways in the school environment, including actual school safety and psychological school safety. And psychological campus safety is an important node to promote the psychological health development of secondary school students.

The second is the immaturity of their psychological development, the previous stage of psychological development is not well overdone. According to Erikson's eight stages of personality development, teenagers between the ages of 12 and 18 are in self-identity to role confusion. This stage itself requires a constant demand for increased self-confidence to obtain a good and lasting sameness. But the wrong educational influences are also invisibly hitting the self-confidence of secondary school students so that their self-identity cannot be well constructed. At the same time, the demands of society and elders on their development also affect the development of their self-confidence and self-esteem, thus affecting their ability to build a new sense of identity and their image in the eyes of others.

The Theoretical Basis of the Problem Psychology of Middle School Students

A campus environment is an important place for students' learning development on which they depend for psychological development. In particular, the interpersonal relationships in the campus environment, including teacher-student, teacher-teacher, and student-student relationships, are important influential conditions for the psychological safety of secondary school students are the student-student relationships in the classroom. Classes are the smallest campus ecology of interpersonal interactions. And students with poor interpersonal relationships may spend most of their time worrying about interpersonal problems and not bothering about studying, intensifying their boredom.

Maslow's hierarchy of needs theory suggests that human needs can be divided into physiological needs, security needs, belonging and love needs, respect needs, intellectual needs, aesthetic needs, and self-actualization needs. (Cai, 2013) Among them, the need for security includes the need for people to also have a stable, safe and protected environment. Psychological safety also includes freedom from fear and anxiety, and in the construction of campus environment in secondary schools, the author believes that safety construction should be given a prominent place, highlighting equality and respect. When the psychological needs of equality and respect are satisfied, secondary school students will have further needs for knowledge and aesthetics and better promote the overall development of human beings. The need for belonging and love is expressed in school as a good positive experience brought by teachers and students' classes, and the need for knowledge is expressed in daily learning, which in turn is closely integrated with teachers' teaching work.

On the middle school campus, the wrong teaching concept is a major factor that exacerbates the psychological problems of middle school students, which will lead to counterproductive teaching effects in classroom management and daily teaching. The change of teaching concept is the first step to changing the good campus environment because the good campus environment itself belongs to the category of invisible psychological

safety. The student-student relationship is an important factor affecting the psychological safety of secondary school students, and the maintenance of the student-student relationship also requires certain guidance from teachers.

Vocational education and general education are two different types of education with equal importance. Since the reform and opening up, vocational education has provided strong talents and productivity support for China's economic and social development. Secondary education is also responsible for promoting productivity development in the development of society. Nowadays, we are facing the trend of average diversion of secondary education from general education, and the psychological problems of secondary students should be paid more attention to.

psychological Security is the Foundation of Knowledge-seeking and Self-actualization

Construction of an Environment for Psychological Safety of Secondary School Students

Psychological safety is at the base level of Maslow's hierarchy of needs. Creating a safe psychological environment for students will lead to better learning and teachers will be less confronted with confrontational emotions when carrying out their teaching work.

First, teachers should change the concept of education, take students as the center, and implement the humanistic spirit into student work all the time. Education is the work of cultivating people and nurturing people is the essence of education, and in the process of nurturing people, humanistic care is especially important. A large part of secondary school students are students with low scores who failed the secondary school entrance examination, thus teachers cannot treat them differently in teaching work and on campus, and equal respect is the prerequisite of education.

Second, specific instances of campus violence should be followed up and the reasons behind them should be analyzed. Secondary schools should increase the inspection of campus violence and improve the disciplinary regulations to eliminate it from the source. Teachers should have a reasonable attitude towards campus violence, not ignoring it and solving each instance. The campus should also set up a counseling room in proportion to the number of students to deal with the aftermath of school violence.

Third, create a correct public opinion environment. A correct public opinion environment will affect every student in it, while an inappropriate public opinion environment will affect the management of the whole class style and school style, and a correct public opinion environment will also lead students to increase the correct herding behavior.

Fourth, create a positive campus culture and activities. Frequency appropriate team building activities is an important channel to unite the collective, carry out certain campus culture week and campus activities, in promoting the physical and mental development of students at the same time for the sublimation of team spirit,

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for the students' sense of collective belonging is also beneficial, to a large extent to meet the needs of students belonging and love.

Fifth, establish a good classroom and school climate. A good class and school climate are the keys to eliminating many problem behaviors on campus. Students in schools are in their adolescence, and the proliferation of unquestioning imitation and herd behavior at this stage is a major cause of problem behaviors. The ecological harmony of good interpersonal relationships in the classroom can be broken in subsequent student-student interactions and establishing a good class and school climate can help create a collective with a high sense of belonging.

Sixth, campus management, from the reward and punishment system for teachers to the daily management of students, should be relaxed and reflect humanistic care. The emotional and psychological health of teachers also affects students, and the way teachers treat students and problem behaviors further affect students' psychological development. Therefore, it is important to implement humanism in the work of teacher management so that teachers can interact positively in their long-term work with students.

Seventh, a sound personal assessment mechanism that gives each student adequate attention. When students are accepted, loved, and cared for, their level of feeling valued and respected deepens. Students see their progress in their teachers' comments, which is a process of rebuilding their self-confidence.

Strategies to Stimulate Secondary School Students' Need for Knowledge

There are still problems in China's vocational education, such as the system construction is not perfect, the construction of vocational skills training base needs to be strengthened, the system standard is not sound enough, the motivation of enterprises to participate in school running is not enough, the supporting policies which are conducive to the growth of technical skills talents are yet to be improved, and the quality level of school running and talent training varies. In the initial stage of vocational education, the development trend of secondary vocational students is a large part of the development of secondary vocational education in the future, so it is very important to stimulate secondary vocational students to seek knowledge and development. First of all, respect the specific situation of students and stimulate their achievement motivation. The motivation for achievement depends first of all on the satisfaction of the most basic psychological needs. In the theory of motivation, achievement motivation is at a high level of motivation, and students are not able to find their goal orientation accurately overnight. The motivation of achievement motivation can be combined with the study requirements of specific majors, and the difficulty of the target behavior should be reasonable. In achievement motivation theory, people are motivated by the pursuit of success and the fear of failure. However, in the survey and research, most of the middle school students who have no plan and no goal for their life have already suffered serious self-esteem setbacks in middle school, perhaps no success experience at all, low subjective motivation, and a strong feeling of loss of control of their life. The degree of feeling out of control varies from student to student, as does subjective motivation and the intention to actively seek knowledge and development, and is influenced in general by individual family reasons, as well as individual experiences and experiences. The teacher should use classroom instruction and daily school activities to reasonably motivate students to develop in a way that is appropriate to their current learning tasks.

Second, mastery of learning and initial access to successful experiences. The specific pre-determination of

successful experiences and the specific reward system in the group can also lead to the right opinion. Students' sense of success comes from school life, and the experience of success further strengthens students' sense of control over themselves, thus increasing their self-confidence and motivating them to seek knowledge and development. The mastery of learning methods, including good scheduling, mnemonics, thinking skills, and attention training, is an operational knowledge. It is difficult to accurately measure the effectiveness of individual learning methods because the extent to which they are beneficial to individuals varies greatly, but the use of scientific metacognition and cognitive strategies is largely beneficial to learning progress. Secondary school students, most of them have low active participation in learning, lack learning strategies, can't learn and don't learn well, and so on. Conducting concentration training, mastering scientific learning methods, and conducting metacognitive strategy training are the key steps.

Again, teachers form the right expectations based on students' strengths. The artistry of the art of teaching lies in motivating, awakening, and inspiring. In the classroom management of classroom teachers, the management of students is central. In secondary vocational education, it is even more important for teachers to seize the opportunity to use the Pygmalion effect. In secondary vocational education, the proportion of vocational-technical courses is relatively large, almost equal to that of general education courses. Most students enter school with a major chosen according to their interests, and in general, the internal drive to learn can be better maintained. Therefore, teachers can form the right expectations for their students based on their strengths.

Finally, students are helped to build self-identity. Self-identity is a personality framework that is about needs, emotions, abilities, goals, values, and so on. The correct construction of self-identity will not only help secondary school students' psychological development but also be very important for their lifelong development. Self-identity includes self-awareness, self-expectation, self-evaluation, etc. Its development is closely related to the integrity of personality. Psychology suggests that the development of personality is influenced by past experiences and that subsequent experiences continue to shape personality. Therefore, in secondary vocational education, the student's self-evaluation is particularly important, and without familiarity with the self, it is impossible to establish its homogeneity. In class life, all interactions between students and their surroundings affect self-evaluation, and teachers should help students to make stable and consistent self-evaluations, thus establishing reasonable self-expectations and promoting the need to motivate knowledge and development.

In the coming period, with the continuous improvement and development of the secondary education system. The construction of secondary campuses will continue to receive attention. In conclusion, human development lasts a lifetime and does not end with a certain stage of development. Educators should make every educational experience of students work for the potential of becoming unlimited development later.

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