

Survey On Reasons of and Countermeasures for Students' boredom of Learning in Shangqiu City Vocational Education Center

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Abstract: Education is the foundation of national development. With the development of the Chinese economy, vocational education is increasingly valued by the government. As an important component of China's education system, vocational education is an important form of education to improve the quality of Chinese citizens and plays a crucial role in China's modernization and industrialization construction. According to the National Vocational Education Reform Implementation Plan released by the State Council in 2019, vocational education should be placed in a more prominent position in education reform and innovation and economic and social development, and efforts should be made to cultivate high-quality workers and skilled talents. Many parents and students also consider secondary vocational schools as their first choice for further education. However, the current education level of many secondary vocational schools is far from meeting the requirements of parents and students. The quality of education in secondary vocational schools is uneven, the learning atmosphere is poor, and students generally have a serious boredom of learning. To change this situation, maximize the learning interest of vocational school students, enable them to better adapt to the learning and life of vocational schools, and become the talents needed in modern society, this study takes students from Shangqiu City Vocational Education Center as the research object. Based on drawing on the research results of domestic and foreign scholars, a survey and interview method were adopted, and a qualitative analysis research method was adopted to investigate the basic learning status of students in Shangqiu City Vocational Education Center. Summarized the factors that lead to students' boredom of learning in secondary vocational schools, and proposed practical and feasible strategies to solve the problem of students' boredom of learning in secondary vocational schools, aiming to reduce student aversion to learning and promote better development of vocational education.

Keywords: Development of vocational education, Students' boredom of learning, Secondary vocational school.

1. Introduction

For a long time, scholars at home and abroad have been paying close attention to the phenomenon of students' boredom of learning. They have conducted detailed and in-depth research on the definition of boredom of learning, the characteristics of students' boredom of learning, the reasons for students' boredom of learning, and strategies for students' boredom of learning. Based on the literature of domestic scholars and with the consent of students and teachers at the school, the author conducted a random questionnaire survey and interview with teachers and students at the Shangqiu City Vocational Education Center. Through qualitative analysis of the data collected from the survey questionnaire and interviews, the author analyzed the basic learning situation of students at the Shangqiu City Vocational Education Center, identified the reasons for their aversion to learning, and proposed corresponding suggestions to guide students to break free from boredom of learning and develop good learning habits.

2. Literature Review

2.1. Definition of Students' Aversion of Learning

Zhao [1] defined learning weariness as a Learning disability and psychological phenomenon. It is a negative emotion generated by students toward learning and a manifestation of their negative attitude toward learning.

Learning aversion, also known as "learning motivation disorder," manifests as students lacking learning motivation, clear goals, and insufficient learning enthusiasm, causing them to lose confidence, waver, and even distort their learning. It can lead to a series of negative and extreme behaviors, affecting an individual's physical and mental development. The main manifestations are: students are distracted in class, do not work hard to improve, passively respond, absenteeism without reason, and do not care about the quality of academic performance.

2.2. Overview of Domestic Research in China

It was not until the 1980s that Chinese scholars began to pay attention to the issue of students' aversion to learning and embarked on a path of exploration. In terms of its research scope, it includes a description of the current situation of students' aversion to learning, an analysis of the reasons for their aversion, and more importantly, an explanation of its corrective measures. The research scope is extensive and the content is comprehensive.

2.2.1. Research on the Current Situation of Students' Aversion of Learning

Shen [2] described the characteristics of students who are tired of learning: these students do not set learning goals and lack motivation; Distracted in class, low efficiency; Negative learning attitude and lack of confidence; Some students are 'psychologically fragile' and unable to withstand pressure, so they may retreat when encountering difficulties in their studies; Some students have resistance towards the education

of teachers and parents. Some of them cannot distinguish right from wrong, lack resistance to the negative temptations of society, and are accompanied by behaviors that violate school rules and discipline. The performance of these students contradicts the practical training objectives of secondary vocational education, making it difficult to meet the standards of skilled talents. However, many phenomena of academic weariness also have certain patterns and characteristics.

Zhang [3] analyzed the personality traits of students who dislike learning and he described these students as extremely rebellious, impatient, and have a strong sense of inferiority, oppose the teacher's discipline, and show signs of early love, while others engage in violent behavior.

As regards learner characteristics, Zhang [4] found that the current situation of school students' aversion to learning presents differences in gender, grade, and urban-rural. Girls have lower levels of academic weariness than boys, while lower-grade students have higher levels of academic weariness than higher-grade students. Students from cities are more 'tired of learning' than students from rural areas.

Wang [5] investigated the weariness of secondary vocational students in Lichuan County and found that the weariness of secondary vocational students was more severe than that of ordinary high school students. For example, boys have significantly higher scores for negative learning cognition, negative learning behavior, and total aversion to learning than girls; Only children score higher than non-only children in terms of negative learning cognition, negative learning behavior, and total aversion to learning: second-grade students have more severe negative learning cognition than first-grade students.

From this, it can be seen that the primary task to solve the problem of academic weariness is to summarize and summarize the phenomena of academic weariness and identify the patterns and characteristics.

2.2.2. Research on the Reasons for Students' Aversion of Learning

Scholars have conducted an in-depth analysis of the reasons for vocational school students' aversion to learning, and finally conclude that vocational school students' aversion to learning is formed through the mutual influence of personal internal factors and external environmental factors. The external environment mainly includes the family environment, school environment, school living environment, school education environment, and social environment.

Zhu [6] believes that the lack of school education and teaching is the main objective factor leading to students' aversion to learning. These shortcomings include conservative curriculum arrangements, failure to break free from the constraints of subject-based thinking, and still targeting the cultivation of knowledge-based talents; The student evaluation system is relatively backward, with single and rigid test questions and insufficient diversification of evaluation methods; Some teachers' professional level is not high enough, and some teachers lack career planning.

Ma [7] believes that another reason for students' aversion with learning is unemployment. In the current fiercely competitive society, it is difficult for graduates of secondary vocational schools to find the job they want. Many students do not engage in work related to their major after graduation but instead, work on a zero basis in "other industries". This not only wastes educational resources but also makes students doubt their employment prospects, greatly reducing their enthusiasm for learning.

Zhao [8] believes that the family environment bears an undeniable responsibility for the generation of students' aversion to learning. Nowadays, most students are only children, and parents have a deep degree of indulgence towards their children. The strict discipline of teachers is often defeated by "family indulgence". The good habits developed by students in school will disappear in the dotting family atmosphere. Faced with this situation, teachers are also helpless because once students develop willful or rebellious personality traits, it is difficult to change them in a short period through intervention and education.

Wang [9] believes that secondary vocational school students are in a transitional period between teenagers and adolescents, with "significant psychological changes". Compared to students of the same age, due to poor academic performance or parental arrangements, they are unable to enter high school and instead choose to learn skills in secondary vocational schools. This means that most of them will miss college and enter society early, shouldering the heavy responsibilities of life. At the same time, due to weak learning awareness and low learning pressure in vocational schools, they gradually lose their enthusiasm for learning, rarely experience the joy of learning, and gradually develop a dislike for learning. If they do not receive timely intervention or guidance, it will inevitably affect their physical and mental health.

The analysis of the reasons for students' aversion to learning in the above literature is both comprehensive and organized.

2.2.3. Research on Strategies for Students' Aversion of Learning

Given the current situation and reasons for students' aversion to learning in secondary vocational schools, researchers have proposed corresponding improvement measures, which are both innovative and overlapping. How can we eliminate students' aversion to learning? Scholars have conducted research and elaboration from multiple perspectives of students, teachers, and parents.

Su [10] elaborated on his viewpoint from the perspective of the laws of students' physical and mental development. She pointed out that a 'lack of confidence' is a common personality trait among secondary vocational students. Due to not being able to enter high school, they have deep doubts about their learning abilities and are prone to falling into a state of depression. In the teaching process, teachers should encourage, praise, and criticize more, gradually enhance learning confidence, and gradually increase learning interest.

Parents are the first teachers of children. How can parents help their children solve the problem of learning aversion? Sun [11] believes that parents should create a "harmonious and united family atmosphere" for their children, allowing them to feel love and be loved in a warm environment, and learn to respect others. This helps children develop a sunny and outgoing personality. If they encounter difficulties in life, they can bravely face them and actively overcome them. At the same time, parents should place reasonable expectations on their children, encourage them more and blame them less, help them establish a correct learning perspective, and stimulate their enthusiasm for learning.

Learning is the primary task of students. How can students use their strengths to solve the problem of learning aversion? Wang [12] proposed his viewpoint: vocational students should "cultivate professional identity" and regain their desire for learning. Vocational school students should develop

detailed learning plans and implement them seriously, read more books and materials related to their majors, learn professional theoretical knowledge, improve professional practical skills, clarify future development directions, and consolidate professional identity. At the same time, vocational school students should also maintain a positive and pleasant learning attitude. When encountering problems, do not easily avoid or give up, but actively solve them with the help of teachers and classmates.

Li [13] proposed the following suggestions to teachers regarding students' aversion with learning. He believes that teachers should : (1) Take care of students and establish harmonious relationships with them; (2) Improve their teaching level and classroom teaching efficiency; (3) Set an example promptly and seek examples for students to follow; (4) Assist students in rational attribution and stimulate their desire for learning; (5) Actively participate in scientific research projects and strive to improve their professional literacy; (6) Adopt reasonable incentive policies to enhance students' sense of self-efficacy.

2.3. Overview of research in other countries

Foreign research on academic boredom is mainly conducted under the concept of boredom, which is called academic boredom. Boredom is a specific emotion that includes emotions, cognition, physiology, performance, and motivation. Learning weariness mainly refers to the weariness directly related to academic learning, classroom teaching, and academic achievements. There are two main paths for foreign research on aversion to learning: cognition and arousal. The cognitive path focuses on the Cognitive appraisal caused by activities, while the arousal path focuses on the explanation of the stimulus and behavior caused by activities. Although their attention to the sources of boredom experiences varies, both cognitive and arousal pathways emphasize that boredom is a negative and transient emotional state. Foreign scholars have little research on vocational school students' aversion to learning, mainly focusing on the phenomenon of college students and primary and secondary school students' aversion to learning. The following is a review of relevant research on foreign students' aversion to learning, the reasons for aversion, and intervention measures.

2.3.1. Overview of foreign students' Aversion of learning

Most foreign scholars believe that learning aversion is an internal experience that students often experience, a negative and energetic emotion.

Fullan [14] said in a Canadian research report that two-thirds of happy and dedicated kindergarten children will feel bored before the beginning of Ninth grade. This ratio is very high. They tell us that the incidence of school weariness is high, and academic boredom can bring negative consequences to students.

Tze and her colleagues [15] claimed that in their comprehensive meta-analysis of the relationship between boredom and academic achievement, the relationship between academic boredom and students may be universal.

Sharp et al. [16] explored the mixed method of academic boredom among 235 undergraduate students in a University in the United Kingdom. The survey results show that approximately half of the respondents experience the most common precursor of academic boredom at least occasionally, and 30% of the respondents admit to feeling bored with most courses. In addition, Finkielstein [17] found through research that 40% to 59% of college students reported feeling

bored. Sharp et al. [18, 19] found that the majority of students feel very bored, indicating that this can affect undergraduate participation, performance, and achievement.

This also indicates that among foreign students, the phenomenon of learning aversion is quite common.

2.3.2. Reasons for foreign students' aversion of learning

In the early days, foreign countries mainly focused on the relationship between students' academic engagement and academic performance, as well as their aversion to learning. The current research mainly focuses on the relationship and mechanism between students' aversion to learning and learning outcomes.

Pekrun et al. [20] suggest that college students' boredom with a particular course can affect their exam scores for the next course, further leading to course boredom. According to Pekrun's value control theory, academic weariness is considered to affect learning and academic performance, and there is a significant negative correlation between academic weariness and middle school students' academic performance. For example, research by Tze et al. [21] suggest that aversion to learning is related to students' learning behavior, such as learning engagement. In addition, they also indicated a negative correlation between academic aversion and various learning factors, such as self-efficacy, effort level, and course performance in self-control learning. These studies indicate that academic weariness has a negative predictive effect on students' academic performance, but he did not test the negative impact of academic performance on academic weariness.

In addition, some scholars believe that the teaching environment is also a reason for students' aversion to learning. Researchers Meriläinen and Kuitinen [22] investigated the level of learning fatigue among 3035 students from 9 universities in Finland and found that the teaching environment directly affects students' level of learning fatigue. The more negative their views on the teaching environment, the higher their level of learning burnout, and their learning ability, sense of achievement, and interest also have a certain impact on their learning status.

2.3.3. Countermeasures for Foreign Students' Aversion of Learning

Researchers Katz-Bouonicontro and Hektner [23] used empirical sampling to investigate students' emotional states when solving problems. Research has shown that teachers can help students learn to manage emotions and establish self-efficacy, thereby improving students' negative emotions and enhancing their problem-solving abilities.

Researchers Van Vendelo et al. [24] investigated students' burnout, quality of life, and learning environment from the perspective of modern education programs. The research results indicate that the learning atmosphere has a significant impact on students' learning burnout. The living environment is directly proportional to the learning environment, while the learning environment is inversely proportional to the feeling of fatigue. In other words, based on strict adherence to modern curriculum, improving the quality of life and learning environment to a certain extent will reduce students' level of learning burnout.

Based on the PERMA model, Jie et al. [25] conducted a study to investigate whether active educational interventions can help Chinese college students solve academic boredom related to learning, classroom-related academic boredom, and intrinsic motivation. The research results indicate that active educational intervention for college students is a promising

method that can reduce their academic boredom and enhance their intrinsic motivation.

It can be seen that there are many types of research on student aversion both domestically and internationally, and the research methods and methods are relatively complete. However, from the perspective of research objects, the existing research objects of aversion with learning are mostly primary and secondary school students and ordinary college students, and there is relatively little research on aversion with learning among vocational school students. In addition, the research content on the phenomenon of learning aversion is too general. There is more speculation or empirical research, but less empirical research. In addition, in empirical studies, most studies use self-made questionnaires to obtain information on the research methods of students' aversion to learning, and most use percentage data to describe the current situation of students' aversion to learning in secondary vocational schools. The data statistical methods used are often relatively simple, limited to percentage statistics, T-tests, and other commonly used methods, and most lack in-depth analysis, indicating that there is still a lack of quantitative research on secondary vocational school students' aversion to learning.

Through the study and organization of the above research results, the author has benefited greatly. This study will use scientific empirical methods to investigate the phenomenon of secondary vocational school students' aversion to learning, based on existing research results, to concretize the problem, conduct more in-depth exploration and research, and propose more targeted countermeasures.

3. Theoretical and Conceptual Framework

3.1. Psychology related theories

Weiner's Attribution Theory. Weiner's Attribution Theory is a motivational theory about judging and explaining the reasons for the behavior of others or oneself. Weiner's attribution theory mainly has the following three arguments: individual differences and success or failure experiences affect his attribution; The attribution of a person's previous achievement will affect his expectations, emotions, and level of effort towards the next achievement behavior; Individual expectations, emotions, and level of effort have a significant impact on achievement behavior. According to attribution theory, students attributing success or failure to effort produces a stronger emotional experience than attributing it to ability. As teenagers, vocational school students are in an immature state both physically and psychologically. Their psychological cognition and judgment abilities are not yet sound, and they care about the praise of parents and teachers. They like to express themselves, and if their academic performance is poor, they are prone to variable attribution methods. Occasional successes may feel like they have mastered the tricks, while occasional failures may feel like they are stupid or unlucky, constantly alternating. Therefore, when giving rewards, teachers should not only consider students' learning outcomes, but also consider their learning progress and level of effort, emphasizing internal, unstable, and controllable factors. When students put in the same effort, more rewards should be given to students with low abilities, the highest evaluation should be given to those with low abilities who work hard and the lowest evaluation should be given to those with high abilities who do not work hard, to

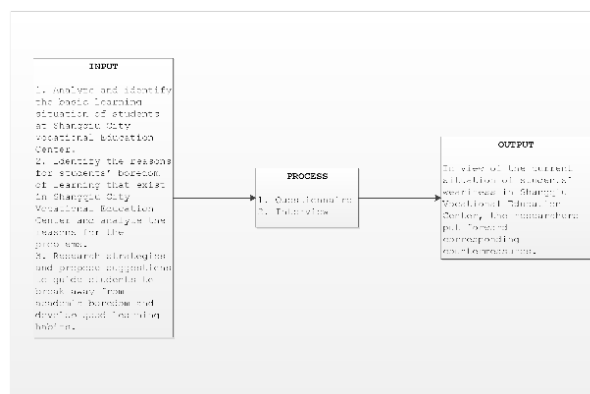
guide students to make correct attribution.

3.2. Theory related to vocational education

Constructivist learning theory. Constructivist learning theory believes that learning is a proactive and constructive process; Knowledge is the rationalization of personal experience, not the truth that explains the world; The construction of knowledge is not arbitrary or random; The construction of learners is diverse. According to constructivist teaching theory, students are the subject of information processing, active constructors of meaning, rather than passive recipients of external stimuli and objects of indoctrination. Teachers are helpers and promoters of meaning construction in learning, rather than disseminators and indoctrinators of knowledge. According to the constructivist learning perspective, students' learning is a process of constructing their knowledge, rather than simply being passed on by teachers to students. The constructivist learning and student perspectives both emphasize the student-centered approach, which not only requires students to transform from passive recipients and indoctrinators of knowledge and information to the subject of processing information and constructing knowledge meaning but also requires teachers to shift from imparting and imparting knowledge to guiding and promoting students to actively construct knowledge meaning. In secondary vocational education, teachers should utilize learning environment elements such as context, collaboration, and conversation, with students as the main body, to create realistic scenarios that are closely related to students' actual lives and majors. By combining teaching resources with teaching processes, students can learn immersively, fully unleashing and mobilizing their enthusiasm, creativity, and teamwork.

4. Study Design

4.1. Study Paradigm



4.2. Significance of the Study

The significance of this study can be understood from the following two aspects.

Firstly, from a practical perspective, studying the reasons and countermeasures for secondary vocational school students' boredom of learning can help them establish correct learning goals, stimulate learning interest, enhance confidence and ability, adapt to the needs of a learning society, and improve their employment and continuing learning abilities. For schools and society, this study helps vocational schools achieve talent development goals, improve the quality of secondary vocational education, and promote harmonious economic and social development.

Secondly, theoretically speaking, the problem of secondary vocational school students' boredom of learning is a complex and comprehensive problem, involving multiple disciplines such as education, psychology, management, and ideological and political education. Currently, many scholars have conducted research on this issue. On the basis of previous research results, the research applies various disciplinary knowledge to summarize the specific manifestations of students' boredom of learning in Shangqiu City Vocational School, identify the reasons for this problem, and propose corresponding solutions. This study is helpful for others to conduct multidimensional research on secondary vocational education, enrich the teaching theory of secondary vocational education to a certain extent, transform people's biases towards secondary vocational education, improve people's understanding of the importance of secondary education, and provide correct guidance for the reconstruction of the evaluation system of secondary vocational education in the new era.

4.3. Objectives of the Study

Based on the current policy orientation of national vocational education and the current education status of secondary vocational schools, this study focuses on students from Shangqiu City Vocational Education Center and achieves the following research objectives:

- (1) Analyze the basic learning situation of students at Shangqiu City Vocational Education Center;
- (2) Determine the reasons for students' boredom in Shangqiu City Vocational Education Center
- (3) Propose countermeasures to guide students to break away from academic boredom and develop good learning habits.

4.4. Methodology

This topic takes the students of Shangqiu City Vocational Education Center as the research object. In the research process of this article, the method of literature analysis was first adopted, which is the foundation for the smooth development of this research topic. In addition, based on the research content of this article, interview and questionnaire survey methods were adopted, which is the premise of empirical exploration in this study. Finally, the researcher organized and analyzed the data collected from the survey questionnaire and interviews through qualitative analysis, then reveal the existing problems and proposing corresponding suggestions.

4.5. Population of the Study

According to the research needs of this article, after obtaining the consent of the tested students, the research randomly selected 100 students from various classes of Shangqiu City Vocational Education Center for a questionnaire survey and selected 10 students for interviews (open-ended questions). Similarly, after obtaining the consent of the tested teachers, the research randomly selected 10 teachers from two types of teachers: class teachers and teaching teachers for interviews (open-ended questions) and questionnaire surveys.

In the sample of tested students, male students account for 53.00% and female students account for 47.00%, with a similar gender ratio. First-grade students account for 49.00%, second-grade students account for 51.00%, and the grade composition is balanced.

In the sample of tested teachers, professional course teachers account for 60.00% of the sample of subject teachers; 40.00% of teachers in cultural basic courses. 20.00% of teachers with less than 5 years of teaching experience; 40.00% of teachers with 5-10 years of teaching experience; 30.00% of teachers with teaching experience of 11-20 years; 10.00% of teachers have more than 20 years of teaching experience, with more middle-aged and young teachers. All the tested teachers have received higher education, with 20.00% of them holding graduate degrees; 80.00% of teachers hold a bachelor's degree, and 40.00% work as class teachers; 60.00% of teachers do not serve as class teachers. Overall, the sample of tested teachers is balanced.

4.6. Data Gathering Tools

According to the needs of the research project, it is determined to use interview and questionnaire survey methods to carry out the research work and determine the content of the interview and questionnaire based on the literature review of the project.

This study utilized multiple literature databases such as CNKI and Google Scholar to sort out domestic and foreign literature on students' aversion to learning, to gain a more comprehensive understanding of the theoretical system of students' aversion to learning research, thus constructing the theoretical framework of this article and further determining the research direction. The interview outline of this study aims to interview teachers and students at Shangqiu City Vocational Education Center. After explaining the research purpose to each respondent, the researcher conducted interviews and questionnaire surveys based on the interview outline and questionnaire in this study. The interview will be conducted face-to-face, using the interviewees' spare time for face-to-face conversations. The questionnaire will be edited through a third-party website called "Questionnaire Star" and distributed through WeChat. The content of the interview guide and questionnaire was independently listed by researcher after reading a large number of references and sent to UB RIECO for validity verification.

4.7. Data Gathering Procedure

The study used questionnaires and interviews to gather data on students' boredom of learning.

First, according to the research needs of the subject, the interview and questionnaire method is determined to carry out the research work, and the questions and contents of the interview and questionnaire are determined based on the literature review of the subject.

Second, all questionnaire surveys and interviews were conducted with the consent of the respondents and the school. The interviewees and respondents participated anonymously, and all collected data were used for the research analysis of this article only.

Third, the researcher arranged a time and place with interviewees for face-to-face interviews offline or online video or voice interviews. Each interviewee was interviewed for about 15 minutes. The survey questionnaires were sent to students for online filling through WeChat and other means. The school's schooling is three years, and the third year is the student internship stage, students have left school. Therefore, the objects of this survey are residential students in grades one and two, with about 50 in each grade. Similarly, the author also randomly selected 10 subjects from two types of teachers, class teachers and teaching teachers, for interviews and

questionnaire surveys.

Finally, summarize the interview text and questionnaire. The short text and questionnaire are analyzed and refined for the discussion of subsequent studies.

4.8. Treatment of Data

The researcher collected data through surveys and interviews, and then statistically analyzed the survey data and sorted out the interview records. The interview results will be analyzed thematically. After that, the researcher will summarize the overall situation of students' boredom in learning in Shangqiu City Vocational Education Center, the reasons and factors that led to secondary vocational school students' boredom, and put forward comprehensive and systematic rectification measures based on the actual situation and analysis results, providing a new idea for the school to solve the problem of students' aversion to learning, and promoting the healthy development of students, improve the teaching quality of the school.

4.9. Ethical Consideration

This study carefully adhered to research ethics, from student and teacher identities to interviews, analysis, explanations, and data presentation.

Before data collection, an informed consent form was explained to the participating students and teachers, which includes their rights. They were required to review a list that confirmed their voluntary participation in the research, that they are aware of the research project, that all data collected

were kept confidential, that they have the right to raise questions, and that they had the right to withdraw from the research at any time.

During the data collection process, researcher will be particularly cautious as students and teachers may experience emotional reactions when telling events and experiences. The researcher does not force students and teachers to answer questions they do not want to answer. In addition, interviews and surveys will be conducted anonymously, and information such as the real names and ages of students and teachers will not be displayed in the paper.

The research results will be presented in the form of a report to the researcher's guidance teachers and group members.

5. Analysis of Survey Results

5.1. Learning Situation of Students at Shangqiu City Vocational Education Center

After conducting a statistical analysis of the collected data, the researcher obtained the data shown in Table 1.

Table 1 presents the learning situation as perceived by the students. As seen in the table, indicator 3 got the highest mean and rounded to 3, which is described as agreement, except for indicator 3, all other indicators are rounded to 2, which is expressed as agreement.

Table 1. The situation of learning activities in Shangqiu City Vocational Education Center as Perceived by the students

Indicators	Mean (Round to two decimal places)	Description
1. I am actively involved in the learning process through the learning activities in my classes.	2.10	Disagree
2. I feel actively involved in the learning process through the activities provided in my courses.	2.11	Disagree
3. The use of technology (e.g., multimedia, interactive tools) enhances the engagement level of the learning activities.	2.83	Agree
4. Existing practical training equipment in the school meets students' learning needs.	2.05	Disagree
5. There are opportunities to participate in interactive or collaborative learning activities in my courses.	2.29	Disagree
6. The online activities are interactive and facilitate participation among students.	2.23	Disagree

The reason for the highest average value of indicator 3 may be that traditional classroom teaching methods are difficult to attract students' attention, lack interest, and single classroom content can easily make students feel bored. But if multimedia and online teaching tools are used, theoretical knowledge can be well combined with some practical cases and displayed, which can greatly enhance students' interest. Qiao [26] believes that using modern multimedia technology in teaching can not only make the content of the textbook more intuitive, but also make the knowledge in the textbook more vivid, deepen students' impression of the explained content, and enhance their interest and enthusiasm for learning, making classroom teaching more active and also improving students' attention. This conclusion was also supported by interviews with students and teachers when one student expressed that using some multimedia resources by teachers

would be more attractive to them. He believes that if the class could be more interesting, everyone would be more willing to engage in learning instead of feeling bored. A teacher stated that utilizing technological means such as virtual reality (VR) or online simulation can make learning more interesting and interactive, and students are more willing to participate in such learning activities.

The reason why the results of all indicators except for indicator 3 are disagree may be that the school has more theoretical courses, traditional teaching methods of teachers, and inadequate practical training equipment and teaching facilities, which is supported by the students' interview when one student said that he thinks practical classes are quite boring because the training equipment and time are limited. Teachers cannot take care of everyone when explaining, and some of them may not be able to see or hear, leading to them

gradually not wanting to learn. Some practical training equipment is outdated and disconnected from the latest equipment in society, which can also make them lose interest in learning.

Similarly, Table 2 also shows the perceived learning

situation of students. As seen in the table, indicator 3 got the highest mean and rounded to 3, which is described as agree, except for indicator 3, all other indicators are rounded to 2, which is expressed as disagree.

Table 2. The situation of teaching methods in Shangqiu City Vocational Education Center as Perceived by the students

Indicators	Mean (Round the number after the decimal point)	Description
1. The teaching methods used by my teacher effectively captured my attention.	2.15	Disagree
2. I find the teaching methods employed in my classes to be innovative and varied.	2.18	Disagree
3. The teachers encourage class discussions and student participation in the learning process.	3.05	Agree
4. Teaching methods in my classes foster a positive learning experience.	1.97	Disagree
5. Teaching methods utilized cater to the diverse needs of students.	1.96	Disagree
6. Teaching methods enhance my knowledge and skills in practical training courses.	2.34	Disagree

The reason for the highest average value of indicator 3 may be that the teachers at the school attach great importance to encouraging students to participate in class discussions and learning processes, and encourage students to actively participate in learning through interactive discussions during class. Simply explaining without learning interaction can easily make students lose interest in learning. Class discussions can help students better understand and remember knowledge, and enhance the fun of learning. Ren [27] believes that class discussions broaden students' knowledge, exercise their thinking abilities, and enhance their communication and oral expression abilities. This conclusion was also supported by the students' interview when one student said that by discussing and exchanging ideas with classmates, they can learn different perspectives, expand their thinking, improve their expression skills, and also stimulate their interest in learning.

The reason why the results of all indicators except for indicator 3 are disagree may be that the teacher's teaching method is single and cannot attract the attention of students,

the teaching method is relatively traditional and cannot meet the different needs of students, and the course content and practice lack relevance, which is supported by interviews with students and teachers when one student said that he believes that some teachers may have a teaching method that is too single and lacks interest, leading to his loss of interest in learning. In addition, sometimes the course content is difficult to understand and lacks practical application, making him feel a certain disconnect between the knowledge he has learned and his future career needs. These problems make him feel that studying becomes dull and boring, and make him lack enthusiasm for class. A teacher stated that he believes that teachers need to conduct regular training and learning, flexibly adjust teaching methods, and constantly try new teaching strategies to adapt to the different needs of students and changes in the times.

Similarly, Table 3 also shows the perceived learning situation of students. As shown in the table, the average value of all indicators is rounded to 2, indicating disagree.

Table 3 The situation of relevance of the curriculum to real-world context in Shangqiu City Vocational Education Center as Perceived by the students

Indicators	Mean (Round the number after the decimal point)	Description
1. The content or topics of teaching are applicable to students' real-life situations.	2.24	Disagree
2. The material covered in my classes has practical relevance to real-world scenarios.	2.46	Disagree
3. I can see the practical implications of what I am learning in my everyday life or future career.	2.21	Disagree
4. The curriculum incorporates real-life examples and case studies to enhance understanding.	2.40	Disagree
5. The courses provided have relevance to prospective employment opportunities.	2.32	Disagree
6. The ratio of theoretical and practical courses in the curriculum is reasonable.	2.27	Disagree

The reason why the results of all indicators disagree may be that the current teaching content of the school is not suitable for the actual situation of students, the relevance of course content to the real world is weak, the courses are not or rarely combined with real cases, the proportion of theoretical and practical courses is uneven, and students cannot feel the significance of learning these courses in their daily learning. Yu [28] believes that before arranging classroom teaching, teachers should first consider the professional issues of students, combine them with their actual situations, and arrange different teaching designs. In addition to theoretical teaching hours, practical operation

skills can also be appropriately increased. For example, using classroom environments to simulate scenarios for students. This conclusion is also supported by student interviews, with one student stating that schools can provide them with more internship opportunities, collaborate with enterprises, or conduct some simulations so that they can have earlier exposure to real work scenarios so that the knowledge they learn can be closer to practical needs.

Similarly, Table 4 also shows the perceived learning situation of students. As shown in the table, the average value of all indicators is rounded to 2, indicating disagree.

Table 4. The situation of relevance of the variation in assessment methods in Shangqiu City Vocational Education Center as Perceived by the students

Indicators	Mean (Round the number after the decimal point)	Description
1. The current course assessment method is suitable for all students.	2.00	Disagree
2. The assessment aligns with both the content and essential developmental areas crucial for my educational progress.	2.25	Disagree
3. The assessment methods used in my courses are diverse and provide a well-rounded evaluation.	2.31	Disagree
4. There is a good balance between traditional exams, projects, and other assessment methods.	2.16	Disagree
5. The assessment methods used allow me to demonstrate my understanding in different ways.	2.35	Disagree
6. The assessment methods provide opportunities to manifest my theoretical knowledge and practical skills.	1.99	Disagree

The reason why the results of all indicators disagree may be that the current curriculum evaluation methods in schools are not suitable for all students, and the evaluation methods are mainly traditional written exams, with less practical assessment, which makes it difficult for students to apply the theoretical knowledge and practical skills they have learned well. Wang [29] believes that traditional teaching often uses quantitative evaluation of students through final exams. Although this method is simple and intuitive, it is difficult to fully reflect the actual level of students. So more flexible evaluation methods should be introduced. During the learning process, provide phased evaluations based on the learning situation at different stages, so that students can understand their status and problems in real time. Under the guidance of the teacher, group discussions are conducted, with evaluations given by the teacher or mutual evaluation and self-evaluation among classmates. It is also possible to adopt the evaluation method of replacing exams with practical activities, allowing students to play different roles according to their abilities, stimulating their initiative and enthusiasm for learning through practical exercises, and then teachers can provide practical, truthful, and fair evaluations of students' completion throughout the entire practice process. This evaluation method can comprehensively evaluate the mastery of theoretical knowledge and practical skills of students, with

diverse evaluation methods suitable for more students, enabling them to demonstrate their understanding in different ways. This conclusion was also supported by interviews with students and teachers with one student stating that she believes teachers or schools can organize students to do some practical operations, and then have them evaluate each other. After the evaluation, they can explain the mistakes to each other, which can not only increase the enthusiasm of the students but also combine theory with practice. A teacher stated that he believes that they can try different forms of assessment to avoid relying too much on traditional exams. For example, semester projects can be introduced to allow students to complete a practical project within a semester, which can not only assess their overall abilities but also make learning more interesting. In addition, regular monitoring mechanisms can be considered to help students understand their learning status and adjust their learning methods promptly during the semester. This can alleviate students' anxiety and also help improve their learning motivation.

Similarly, Table 5 also shows the perceived learning situation of students. As seen in the table, the indicators 5, and 6 got the highest mean and rounded to 3, which is described as agree, except for indicators 5, and 6, all other indicators are rounded to 2, which is expressed as disagree.

Table 5. The situation of relevance of the general learning environment in Shangqiu City Vocational Education Center as Perceived by the students

Indicators	Mean (Round the number after the decimal point)	Description
1. The physical infrastructure of the learning facilities (classrooms, labs, etc.) is conducive to effective learning.	2.14	Disagree
2. The overall atmosphere of the learning environment is positive and supportive.	1.93	Disagree
3. The campus provides adequate spaces for group collaboration and individual study.	2.30	Disagree
4. The institution provides up-to-date technology and resources to enhance the learning experience.	1.85	Disagree
5. The institution actively promotes a culture of mutual respect among students and faculty.	3.33	Agree
6. The institution provides support such as career guidance for students.	3.02	Agree

The reason for the highest average value of indicator 5 and 6 may be that the school actively advocates mutual respect between teachers and students and can provide corresponding career guidance for students. A good teacher-student relationship helps to cultivate students' moral qualities, improve their learning motivation and overall quality. Jiang [30] believes that in the process of school learning, the influence of teacher-student relationship as an external factor on students' level of learning engagement cannot be ignored. A good teacher-student relationship can effectively promote communication between teachers and students, and the mode and level of interaction between teachers and students are related to the quality of student development. This was supported by interviews with students and teachers, with one student stating that the teacher often guides them on learning difficulties. Because they are still young, their teachers take great care of them in their daily lives. This allows them to experience the feeling of home at school and be more willing to learn. A teacher stated that their relationship with students is quite harmonious. They often provide assistance to students in their daily lives and studies, and the school also provides employment guidance for graduates and organizes internships for them.

The reason why the results of all indicators except for indicator 5 and 6 are disagree may be that the teaching facilities and training equipment in the school are not perfect enough, modern teaching resources and technology are not advanced enough, the overall atmosphere of the learning environment is not good, and the learning space within the school is insufficient, resulting in a poor learning experience for students. This was supported by interviews with students and teachers, with one student stating that the school's laboratory equipment is not very complete, and the school library is also relatively small. He usually has nowhere to go for self-study. A teacher stated that the facilities in the classroom are not complete enough, and the laboratories and training bases are also somewhat outdated, which cannot provide good learning conditions for students.

5.2. Analysis of the Reasons for Students's Boredom of Learning in Shangqiu City Vocational Education Center

5.2.1. Backward Teaching Resources and Insufficient Practical Training Equipment

Based on the results of interviews and questionnaire surveys, it can be found that the majority of students and

teachers indicate that the training equipment provided by the school cannot meet their learning needs. Some of their professional training equipment is outdated and has not been updated for a long time, disconnected from the latest equipment in society, and the teaching facilities in the classroom are relatively outdated, which cannot provide good learning conditions for students. These factors lead to students not being able to have a good learning experience in practice, and also make them lose interest in learning.

5.2.2. Inappropriate Teaching Methods

Based on the results of interviews and questionnaire surveys, it can be found that most students and teachers indicate that the current teaching methods urgently need innovation and updates, which cannot meet the learning needs of different students. Specifically, there is less classroom interaction and discussion, the teaching methods are not easy for students to understand, the traditional teaching methods are single and lack interest, and the teaching content lacks integration with actual cases or practices. These factors lead to students being unable to keep up with the teacher's explanation during class, making it difficult for them to maintain attention, understand and digest the content in class. This can make students feel that learning becomes dull and boring, and they lack enthusiasm for class, resulting in resistance to learning.

5.2.3. Unreasonable Curriculum

According to the results of interviews and questionnaires, it can be found that most students and teachers indicate that the current curriculum design of the school is not reasonable enough, and the relevance of the curriculum to the real world is weak. Specifically, some course content is not strongly related to the major, the course content is not combined with the latest cases in the real world, there is too much theoretical and conceptual knowledge, and there are few practical opportunities. These factors lead students to feel that the content they are learning is not closely related to their future careers, and it is difficult or unclear how to apply the knowledge they have learned in real life, making them feel that even if they have learned it, it cannot be applied and has no practical use, thereby reducing their interest in learning.

5.2.4. Inappropriate Evaluation Method

According to the results of interviews and questionnaires, it can be found that the majority of students and teachers indicate that the current evaluation methods of the school are not applicable to all students, and they believe that the current evaluation methods need to be improved. Specifically, there

is an imbalance between traditional exam evaluation methods and other evaluation methods, with an excessive emphasis on theory or practice. The evaluation methods for students are relatively traditional and single, mainly based on written exams and assignments. These factors make students easily feel bored, which is not conducive to understanding and accepting knowledge. They may feel that they are only studying to cope with exams, leading to a deeper level of boredom of learning.

5.2.5. Poor Learning Atmosphere

According to the results of interviews and questionnaires, it can be found that most students and teachers indicate that the overall atmosphere of the school learning environment is not positive or encouraging, and the school has not provided the latest technology and resources to enhance the learning experience. Specifically, during class, the teacher talks more and the students answer less, the classroom atmosphere is not active, the teacher does not pay attention to group cooperation and communication among students, and the school's teaching resources are limited, teaching facilities are not modern enough, practical training equipment is old, and self-study spaces such as the library are small. These factors have a significant negative impact on students' classroom participation and learning interest, leading to a loss of motivation for learning.

5.3. Countermeasures to guide students to break away from academic boredom and develop good learning habits

After determining the reasons for students' aversion to learning at the Shangqiu City Vocational Education Center, combined with the suggestions put forward by the interviewed students and teachers, the researcher propose the following strategies to guide students to get rid of boredom in learning and develop good study habits:

Apparently, schools need to update training equipment and teaching facilities, utilize new technologies such as online interactive platforms, and enable students to continue discussing and learning after class, enhancing the flexibility and fun of learning. Shang [31] believes that using case studies in teaching can transform one-way knowledge output into two-way communication and exchange, which is not only conducive to building a good teacher-student relationship, but also to cultivating students' personal and thinking abilities. Thus, introducing more practical cases and industry practices in the classroom, using examples to make abstract theoretical knowledge more concrete, and allowing students to have more practical experiences. In addition, simulation projects or group collaboration tasks can be carried out to increase student engagement and cultivate their problem-solving and teamwork abilities.

Then, the school should regularly organize training for teachers to continuously improve their teaching literacy and learn better teaching methods. Teachers can cultivate interaction among students, promote cooperation, and enhance their learning experience through group discussions and other means. Yao [32] believes that students, as individual entities, are influenced by innate factors and developmental environments. Many students exhibit individual differences, which are not only reflected in personality and learning abilities, but also in physical characteristics and physical fitness. Vocational colleges must understand individual differences among students in teaching and carry out targeted

teaching based on these differences, to improve teaching quality and effectiveness. Therefore, teachers should pay attention to individual differences among students, and diverse teaching methods should be adopted to meet the learning needs of different students. Secondly, it is necessary to provide students with more choices, allowing them to have more independent learning space in certain areas of interest, and stimulating their learning motivation. Traditional assignments can also be transformed into team collaboration projects, making learning more interest and easy.

In addition, schools can organize students to exchange and learn with professionals in related industries, so that students can have a deeper understanding of professional practice and share the latest practical experience with them. Xie and Cai [33] pointed out that internships can effectively utilize the material and human resources of vocational schools and society, organically integrating theoretical experience with production practice. During the internship, interns participate in the daily operations and production activities of the company as prospective employees, enhancing their job awareness and professional skills, shortening the time for interns to adapt to professional life, and laying a foundation for improving the employment rate and quality of graduates. Therefore, schools should also provide more internship opportunities, collaborate with enterprises, and allow students to have early exposure to real work scenarios so that they can more intuitively understand and apply the knowledge they have learned, and pay attention to industry trends. In addition, schools should regularly update course content to ensure synchronization with industry development and ensure that the knowledge learned still has practical value after graduation. At the same time, practical courses corresponding to theoretical courses should be added to enable students to apply the theoretical knowledge they have learned, thereby increasing their interest in learning.

Xiao [34] found through a survey that schools mainly evaluate students based on their exam scores. Most courses are assessed in the form of closed-book exams at the end of the term, and the exam content is mainly theoretical knowledge. The question types are also relatively traditional, mainly assessing students' memory ability of knowledge, and their ability to apply knowledge to solve practical problems, communicate and express themselves, team cooperation ability, etc. Innovation ability and other aspects have not been included in the assessment scope. This assessment method neither observes students' nonknowledge abilities and qualities nor evaluates their efforts in the learning process, as well as their learning and ability development in extracurricular-related knowledge. It only assesses students' shallow rote memorization and comprehension abilities. This leads to students being passive in learning, learning for the sake of exams, rigid exam methods, and single exam content, and even erasing their innovative consciousness and thinking ability. Therefore, teachers should pay attention to individual differences among students, consider each student's learning style and interests, adopt personalized evaluation methods, help students understand their strengths and weaknesses, and adjust learning strategies. At the same time, it is advocated to organize students to engage in practical operations, followed by mutual evaluation and explanation, in order to increase learning enthusiasm and combine theory with practice. In addition, the evaluation method should not be limited to traditional written tests and practical operations but should introduce various forms such as oral reports and group

discussions. Regular quizzes can also be added to help students gradually master knowledge and avoid last-minute cramming. At the same time, teachers should provide real-time feedback mechanisms to help students understand their learning status in a timely manner, adjust learning strategies, and reduce learning pressure.

Tong [35] found through research that the environment and atmosphere of schools play a very important role in the development of social behavior among vocational school students, and have a significant impact on their aversion to learning. A good learning environment will help alleviate students' aversion to learning. Thus, schools and teachers should strive to improve the learning and practical environment for students, increase practical courses and study rooms and other learning spaces, advocate for mutual encouragement among students, establish a positive and upward class atmosphere, and promote mutual learning and progress among students. Strengthen communication and cooperation between students and teachers, organize team activities to promote the relationship between teachers and students, and make learning more interesting. In addition, methods to alleviate exam pressure for students can be explored to make their learning easier, such as more flexible assessment methods or more comprehensive subject support.

6. Conclusion

After investigation and research, it was found that there is a common phenomenon of student aversion to learning in Shangqiu City Vocational Education Center. The reasons for student aversion to learning include: outdated teaching resources, insufficient practical training equipment, improper teaching methods, unreasonable curriculum design, improper evaluation methods, and poor learning atmosphere. Based on the interview content and the research of other researchers, the researcher proposed corresponding countermeasures and suggestions to schools and teachers, including updating training equipment, increasing learning space, innovating teaching methods, enhancing the relevance of courses to the real world, improving evaluation methods, updating school teaching facilities and online teaching platforms, and promoting teamwork among students. Through comprehensive reforms, students can improve their learning motivation, participation, and satisfaction with the curriculum, thereby better meeting the needs of different students and reducing their boredom of learning.

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Appendix A Survey Questionnaire

A. Check the column that corresponds to your perception on the learning situation in Shangqiu City Vocational Education Center. For the open-ended questions, write your answers in the space provided. (If you are a teacher, you do not need to answer questions 1 and 2 of Part A. You do not need to answer questions 1, 2, 6, and the first question of open-ended questions of Part B. You do not need to answer questions 3,

and the first and second questions of open-ended questions of Part C. You do not need to answer questions 2, 5, and 6 of Part D. You do not need to the second question of open-ended questions of Part E.)

Scale	Description	Interpretation
4	Strongly agree	the situation is always observed or you totally experience it.
3	Agree	the situation is almost sometimes observed or you sometimes experience it.
2	Disagree	the situation is seldom observed or you seldom experience it.
1	Strongly disagree	the situation is never observed or you never experience it.

LEARNING SITUATIONS	4	3	2	1
A. LEARNING ACTIVITIES				
1. I am actively involved in the learning process through the learning activities in my classes.				
2. I feel actively involved in the learning process through the activities provided in my courses.				
3. The use of technology (e.g., multimedia, interactive tools) enhances the engagement level of the learning activities.				
4. Existing practical training equipment in the school meets students' learning needs.				
5. There are opportunities to participate in interactive or collaborative learning activities in my courses.				
6. The online activities are interactive and facilitate participation among students.				
Open-ended Questions				
1. Can you identify specific types of learning activities that you find less engaging or interesting?				
2. Can you suggest specific changes or improvements to the current learning activities that you believe would enhance engagement and reduce boredom?				
B. TEACHING METHODS				
1. The teaching methods used by my teacher effectively captured my attention.				

2. I find the teaching methods employed in my classes to be innovative and varied.				
3. The teachers encourage class discussions and student participation in the learning process.				
4. Teaching methods in my classes foster a positive learning experience.				
5. Teaching methods utilized cater to the diverse needs of students.				
6. Teaching methods enhance my knowledge and skills in practical training courses.				
Open-ended Questions				
1. What challenges or obstacles during classes contribute to your sense of boredom?				
2. Can you suggest specific changes or improvements to the current teaching methods that you believe would enhance engagement and reduce boredom?				
C. RELEVANCE OF THE CURRICULUM TO REAL-WORLD CONTEXT				
1. The content or topics of teaching are applicable to students' real-life situations.				
2. The material covered in my classes has practical relevance to real-world scenarios.				
3. I can see the practical implications of what I am learning in my everyday life or future career.				
4. The curriculum incorporates real-life examples and case studies to enhance understanding.				
5. The courses provided have relevance to prospective employment opportunities.				
6. The ratio of theoretical and practical courses in the curriculum is reasonable.				
Open-ended Questions				
1. Can you identify specific areas of the curriculum where you feel the content lacks practical relevance to your future career or everyday life?				
2. Are there specific subjects or topics where you feel the curriculum is particularly disconnected from real-world contexts? If so, can you provide examples?				

3. Can you suggest specific changes or improvements to the curriculum that you believe would enhance its relevance to real-world contexts and reduce boredom?				
D. VARIATION IN ASSESSMENT METHODS				
1. The current course assessment method is suitable for all students.				
2. The assessment aligns with both the content and essential developmental areas crucial for my educational progress.				
3. The assessment methods used in my courses are diverse and provide a well-rounded evaluation.				
4. There is a good balance between traditional exams, projects, and other assessment methods.				
5. The assessment methods used allow me to demonstrate my understanding in different ways.				
6. The assessment methods provide opportunities to manifest my theoretical knowledge and practical skills.				
Open-ended Questions				
1. Are there specific subjects or topics where you believe the assessment methods could benefit from more variety? If so, can you provide examples?				
2. Can you suggest specific changes or improvements to the current assessment methods that you believe would enhance variety and reduce boredom?				
E. GENERAL LEARNING ENVIRONMENT				
1. The physical infrastructure of the learning facilities (classrooms, labs, etc.) is conducive to effective learning.				
2. The overall atmosphere of the learning environment is positive and supportive.				
3. The campus provides adequate spaces for group collaboration and individual study.				
4. The institution provides up-to-date technology and resources to enhance the learning experience.				
5. The institution actively promotes a culture of mutual respect among students and faculty.				
6. The institution provides support such as career guidance for students.				
Open-ended Questions				

1. How would you describe the overall atmosphere of the learning environment at Shangqiu City Vocational Education Center?

2. In your opinion, to what extent does the learning environment positively or negatively impact your engagement and interest in the courses?

3. Can you suggest specific changes or improvements to the general learning environment that you believe would enhance the overall experience and reduce boredom?

Appendix B Interview Record (Part)

For students:

Part A. Learning activities

Question 1: Can you identify specific types of learning activities that you find less engaging or interesting?

Student 4: I think practical classes are quite boring because the training equipment and time are limited. Teachers cannot take care of everyone when explaining, and some of us may not be able to see or hear, leading to us gradually not wanting to learn. Some practical training equipment is outdated and disconnected from the latest equipment in society, which can also make us lose interest in learning.

Question 2: Can you suggest specific changes or improvements to the current learning activities that you believe would enhance engagement and reduce boredom?

Student 4: First of all, the school needs to purchase and replace new training equipment. Secondly, teachers can apply some new teaching methods in their classes, such as using virtual simulation software, so that we can have a more intuitive understanding of the working principles of some devices or components.

Question 1: Can you identify specific types of learning activities that you find less engaging or interesting?

Student 8: I think some theoretical classes may be boring, especially some teachers who have traditional teaching methods that are difficult to arouse our interest. For example, some purely theoretical math classes may have abstract and difficult to understand content, coupled with the teacher's somewhat dull lectures. This makes me feel that studying is meaningless, and sometimes I can't even get up to speed in class, feeling quite bored.

Question 2: Can you suggest specific changes or improvements to the current learning activities that you believe would enhance engagement and reduce boredom?

Student 8: I think teachers can add some practical steps, such as doing practical problems in math class, to make abstract concepts more concrete. Alternatively, teachers can adopt innovative teaching methods, such as interactive classrooms or use multimedia resources, which may be more appealing to us. I think if the class could be more interesting, we would be more willing to immerse themselves in learning instead of feeling bored.

Part B. Teacher methods

Question 1: What challenges or obstacles during classes contribute to your sense of boredom?

Student 3: I think some course content may be too abstract, making it difficult for me to understand. Also, some teachers may not have vivid teaching methods that make it difficult for me to maintain attention. For example, some theoretical knowledge points, although taught by the teacher very professionally, I feel that sometimes they are disconnected from practical applications, which makes me feel that learning them is not as meaningful.

Question 2: Can you suggest specific changes or improvements to the current teaching methods that you believe would enhance engagement and reduce boredom?

Student 3: Perhaps the teacher can introduce more practical cases to make abstract concepts more concrete. Another thing is that although the teacher encourages us to engage in interactive discussions, there are not many of these activities. I think the teacher can increase the number of interactions so that everyone can participate more actively. By discussing and exchanging ideas with classmates, we can learn different perspectives, expand our thinking, improve our expression skills, and also stimulate our interest in learning.

Question 1: What challenges or obstacles during classes contribute to your sense of boredom?

Student 5: During class, I feel that some of the challenges mainly come from teaching methods and subject content. Firstly, some teachers may have a too simplistic and uninteresting teaching style, which leads to my loss of interest in learning. In addition, sometimes the course content is difficult to understand and lacks practical application, which makes me feel a certain disconnect between the knowledge I have learned and my future career needs. These problems make me feel that studying becomes dull and boring, and I lack enthusiasm for attending classes. Sometimes I even feel that there is a big gap between the knowledge I have learned and the practical application, which makes me lose confidence in the entire learning process.

Question 2: Can you suggest specific changes or improvements to the current teaching methods that you believe would enhance engagement and reduce boredom?

Student 5: I believe that some interactive and practical teaching methods may help to enhance our interest in learning. For example, teachers can use more on-site inspections or project practices to better apply the knowledge we have learned to practical situations. In addition, the interaction between teachers and students is also crucial, which can be actively guided to participate in the classes through organizing group discussions, questioning sessions, and other means. If these improvements can be implemented, I believe learning will become more interesting and easier to understand and apply. Practical operations can increase our memory and understanding of knowledge, and more interaction can stimulate our interest in learning, making me more willing to immerse myself in learning and reducing my aversion to learning.

Part C. Relevance of the curriculum to real-world context

Question 1: Can you identify specific areas of the curriculum where you feel the content lacks practical relevance to your future career or everyday life?

Student 2: For example, some economic principles are very

abstract in content, but I think they may not be useful in the workplace and lack opportunities for practical operation.

Question 2: Are there specific subjects or topics where you feel the curriculum is particularly disconnected from real-world contexts? If so, can you provide examples?

Student 2: For example, some courses with weaker practicality, such as marketing and public utility management, although I have studied them for a period of time, I feel that they are not very useful in practical applications, which has led to a decrease in my interest in learning this course.

Question 3: Can you suggest specific changes or improvements to the curriculum that you believe would enhance its relevance to real-world contexts and reduce boredom?

Student 2: Schools can provide us with more internship opportunities, collaborate with enterprises, or conduct some simulations, so that we can have earlier exposure to real work scenarios, so that the knowledge we learn can be closer to practical needs.

Part D. Variation in assessment methods

Question 1. Are there specific subjects or topics where you believe the assessment methods could benefit from more variety? If so, can you provide examples?

Student 7: I think some theoretical courses can have more diverse evaluation methods. In addition to traditional exams, we can consider introducing some practical projects that allow us to apply the knowledge we have learned to solve practical problems.

Question 2. Can you suggest specific changes or improvements to the current assessment methods that you believe would enhance variety and reduce boredom?

Student 7: I think teacher or school can organize students to do some practical operations, and then have them evaluate each other. After the evaluation, they can explain the mistakes to each other. This can not only increase everyone's enthusiasm, but also combine theory with practice.

Part E. General learning environment

Question 1. How would you describe the overall atmosphere of the learning environment at Shangqiu City Vocational Education Center?

Student 2: I think the learning environment at Shangqiu City Vocational Education Center is relatively average. Although the school emphasizes practical operations, the laboratory equipment is not very complete, and the school library is also relatively small. We usually have nowhere to go for self-study. However, in addition to these shortcomings, the relationship between teachers and students in our school is still good, and teachers often guide us in learning difficulties. Because we are still young our teachers take great care of us in our daily lives, which allows us to experience the feeling of home at school, and be more willing to learn. The school will also provide employment guidance to the graduating class, so that we won't be so confused when looking for a job.

Question 2. In your opinion, to what extent does the learning environment positively or negatively impact your engagement and interest in the courses?

Student 2: The learning environment has a significant impact on my engagement, as in a positive learning atmosphere, I am more willing to engage in learning and more interested in the course. The quality of laboratory equipment directly affects my interest in the profession. If the equipment is complete, I am more willing to participate in practical operations and

increase my practical experience.

Question 3. Can you suggest specific changes or improvements to the general learning environment that you believe would enhance the overall experience and reduce boredom?

Student 2: I think the school needs to update the laboratory equipment and provide more space for us to study.

For Teachers:

Part A. Learning activities

Question 1: Can you identify specific types of learning activities that you find less engaging or interesting?

Teacher 1: In my observation, some theoretical courses may make students feel bored, especially those involving a large number of concepts and definitions. In addition, traditional classroom teaching methods may cause students to lose interest, especially when it comes to practical operations and case analysis.

Question 2: Can you suggest specific changes or improvements to the current learning activities that you believe would enhance engagement and reduce boredom?

Teacher 1: I believe that introducing more practical cases and industry experience can help students better understand the course content. In addition, utilizing technological means such as virtual reality (VR) or online simulation can make learning more interesting and interactive, and students are more willing to participate in such learning activities. Another point is that through group projects or practical activities, students can develop a spirit of teamwork, making learning more practical and interesting.

Part B. Teacher methods

Question 2: Can you suggest specific changes or improvements to the current teaching methods that you believe would enhance engagement and reduce boredom?

Teacher 9: I believe that teachers need to conduct regular training and learning, flexibly adjust teaching methods, and constantly try new teaching strategies to adapt to the different needs of students and changes in the times.

Part C. Relevance of the curriculum to real-world context

Question 3: Can you suggest specific changes or improvements to the curriculum that you believe would enhance its relevance to real-world contexts and reduce boredom?

Teacher 1: I think it is possible to introduce practical cases, especially those related to students' professional practices, so that students can apply the knowledge they have learned in the classroom by solving real-world professional problems.

Part D. Variation in assessment methods

Question 1. Are there specific subjects or topics where you believe the assessment methods could benefit from more variety? If so, can you provide examples?

Teacher 5: I think in language subjects, we can try to introduce some practical evaluation methods, such as involving students in actual communication activities or conducting group projects. This can enable students to apply the knowledge they have learned more flexibly. For mathematics and science subjects, I think it is possible to consider incorporating some experimental assessments to help students consolidate their theoretical knowledge through practice. This can not only stimulate students' interest, but also improve their practical application ability.

Question 2. Can you suggest specific changes or improvements to the current assessment methods that you believe would enhance variety and reduce boredom?

Teacher 5: I think we can try different forms of assessment to avoid relying too much on traditional exams. For example, semester projects can be introduced to allow students to complete a practical project within a semester, which can not only assess their overall abilities but also make learning more interesting. In addition, regular monitoring mechanisms can be considered to help students understand their learning status and adjust their learning methods in a timely manner during the semester. This can alleviate students' anxiety and also help improve their learning motivation.

Part E. General learning environment

Question 1. How would you describe the overall atmosphere of the learning environment at Shangqiu City Vocational Education Center?

Teacher 2: Overall, I think the learning environment here is average. The facilities in the classroom are not complete enough, and the laboratories and training bases are also somewhat outdated, which cannot provide good learning conditions for students. In addition, the school does not particularly emphasize teamwork and practical application, which leads to low enthusiasm among students and a mediocre learning atmosphere.

Question 3. Can you suggest specific changes or improvements to the general learning environment that you believe would enhance the overall experience and reduce boredom?

Teacher 2: The school needs to update training equipment and classroom facilities, adjust teaching strategies, and focus on practical teaching and team collaboration.

Question 1. How would you describe the overall atmosphere of the learning environment at Shangqiu City Vocational Education Center?

Teacher 5: I think the learning environment at Shangqiu City Vocational Education Center is relatively good, and our relationship with students is quite harmonious. We often provide assistance to students in their daily lives and studies, and the school also provides employment guidance for graduates and organizes internships for them. Students not only learn practical operational skills here, but also receive certain theoretical training. However, due to objective factors such as a large number of theoretical courses, limited practical activities, incomplete experimental equipment, and high exam pressure on students, the learning atmosphere may not always be particularly ideal.

Question 3. Can you suggest specific changes or improvements to the general learning environment that you believe would enhance the overall experience and reduce boredom?

Teacher 5: In response to this, I believe we can take some measures to improve the learning environment. Firstly, increase the frequency of practical activities and encourage students to participate more in practical operations to enhance their interest in professional knowledge. Secondly, establishing more open communication platforms and encouraging more active interaction between students and teachers can help break down some learning barriers. In addition, we can also consider introducing some innovative teaching methods, such as using technological means to make the course more attractive and interesting.

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