

The Realistic Constraints and Mitigation Strategies of Interpersonal Communication Among Vocational College Students Under the New Situation—Taking Ziyang College of Dental Technology as an Example

Hongjun Xu

Ziyang College of Dental Technology, Ziyang 641300, China

*Correspondence Author, 935713007@qq.com

Abstract: *In the new situation of rapid social development, the interpersonal communication of vocational college students is facing many challenges. Good interpersonal communication is crucial for students' growth, mental health, and career development. This article analyzes relevant survey data to explore the practical difficulties in interpersonal communication among vocational college students, and proposes targeted relief strategies to promote the improvement of their interpersonal communication skills and help them build good interpersonal relationships.*

Keywords: Vocational college students, Interpersonal communication, Reality constraints, Mitigation strategy.

1. Introduction

Interpersonal communication is a key component of individual social needs, and for vocational college students, good interpersonal relationships play a crucial role in skills development, self-awareness enhancement, and future workplace adaptation. As to Maslow's hierarchy of needs theory, social needs are one of the basic psychological needs, and individuals seek a sense of belonging and identity in interpersonal communication. In addition, good interpersonal relationships can help vocational college students enhance their teamwork skills, improve their professional ethics, and better adapt to the future workplace environment. In the context of diverse social and cultural backgrounds, cultivating the interpersonal communication skills of vocational college students and helping them establish good interpersonal relationships has become an important component of quality education in vocational education.

With the rapid development of the social economy and the arrival of the digital age, vocational college students are facing new challenges in interpersonal communication. The survey found that some vocational college students have many prominent problems in interpersonal communication, such as excessive reliance on virtual social networking and insufficient real social communication skills. Exploring the practical constraints of interpersonal communication among vocational college students in depth can not only provide reference for the theory of cultivating students' comprehensive qualities in vocational education, but also provide a basis for building harmonious campus interpersonal relationships, which has important practical significance.

2. The Realistic Constraints of Interpersonal Communication Among Vocational College Students under the New Situation

2.1 Survey Design

This study used survey methods including interviews and questionnaire surveys. Among them, the interview method used in-depth interviews to conduct multiple interviews with the research subjects, based on dimensions such as urban and rural student sources, majors, and grades, and obtained 10 interview data. The survey targets freshmen, sophomores, and juniors from Ziyang Vocational College of Stomatology. The sampling method is stratified sampling, and the survey format is to publish online questionnaires with anonymous answers. A total of 700 questionnaires were received, including 683 valid questionnaires.

2.2 The Practical Constraints of Interpersonal Communication Among Vocational College Students

2.2.1 The interpersonal communication situation varies greatly

According to survey data, vocational college students exhibit significant differences in interpersonal communication. In terms of the number of close friends, 11.86% of students reported having no close friends, while only 9.52% had 7 or more close friends. The majority of students (63.84%) had 1-3 close friends. In terms of satisfaction with their interpersonal relationships, 57.39% of students believe that the relationships are good and very satisfactory, but 40.12% of students still feel that the relationships are average and barely passable, and even 2.49% of students believe that the relationships are poor and they have failed. This indicates that some vocational college students have certain difficulties in interpersonal communication, making it difficult to establish and maintain high-quality interpersonal relationships.

2.2.2 Problems with attitude and behavior in communication

When facing gaps with classmates or others, although 63.69%

of students tend to actively communicate, 12.88% of students still choose to seek external help, 12.15% of students try to compromise, and 11.27% of students choose to let go. When participating in group activities, 43.34% of students do not like to talk, only 14.2% of students actively perform, and 1.9% of students always become the brightest star in the group. These data reflect that some students lack a proactive attitude and effective communication behavior in interpersonal communication, and have shortcomings in handling interpersonal conflicts and participating in collective activities.

There is a deviation in the concept of communication

Regarding the necessity of interpersonal communication, 6.88% of students believe it is unnecessary and feel good to be alone, while 11.42% of students hold a indifferent attitude. In terms of making friends, 17.42% of students are more inclined to establish relationships with people from similar family backgrounds, while 28.11% of students say it doesn't matter. This shows that some students have insufficient understanding of the importance of interpersonal communication and have certain limitations in their concept of making friends, which is not conducive to expanding interpersonal relationships.

2.2.3 The factors that affect interpersonal communication are complex and diverse

According to a survey, 55.64% of students believe that the reason for conflicts with friends is due to significant personality differences, which can easily lead to disagreements; 35.29% of students believe it is due to insufficient social skills; 29.58% of students believe that it is due to a narrow social circle; 26.06% of students believe that interpersonal communication pressure is high. In addition, 37.04% of students chose other reasons. In terms of important factors in interpersonal communication, 49.05% of students believe it is their values, while 37.34% of students believe it is their personality. These data indicate that the factors affecting interpersonal communication among vocational college students are complex, covering multiple aspects such as personal personality, social skills, social circles, and values.

2.2.4 Psychological distress caused by interpersonal communication is quite common

39.39% of students reported experiencing psychological distress due to interpersonal relationship issues, with 64.42% experiencing anxiety, 48.02% having suspicion, 35.58% feeling insecure, and 17.72% experiencing depression. This indicates that interpersonal relationship issues have a significant impact on the mental health of vocational college students and need to be taken seriously.

3. Strategies for Relieving Interpersonal Communication Difficulties of Vocational College Students under the New Situation

Interpersonal communication, as the core component of individual socialization process, is a key literacy for vocational college students to shape a sound personality, adapt to the workplace ecology, and achieve comprehensive

development. The essence of vocational education is to cultivate high-quality technical and skilled talents for production, construction, and service lines. Good interpersonal communication skills are not only the foundation for students to integrate into teams and collaborate, but also an important support for their career advancement and lifelong development. Based on the requirements of high-quality development of vocational education, vocational colleges need to construct an interpersonal communication education system with systematic thinking. Through four-dimensional efforts of curriculum empowerment, ability refinement, cultural immersion, and psychological protection, they can help students establish scientific communication concepts, enhance comprehensive communication abilities, and lay a solid foundation for their future career development and a better life.

3.1 Strengthen the Construction of the Curriculum System and Establish a Theoretical Foundation for Correct Communication Concepts

3.1.1 Highlight the strategic value of curriculum design

Vocational colleges should deeply recognize the fundamental position of interpersonal communication education in the talent cultivation system, and incorporate it into the core category of talent cultivation plans and curriculum system construction, as an important component of general education that runs through the entire process of talent cultivation. Starting from the types and characteristics of vocational education, interpersonal communication education is not only related to students' personal growth, but also directly affects their workplace adaptability and career development potential. The demand for technical and skilled talents in modern workplaces has shifted from a single professional ability to a composite literacy of "professional ability + collaboration ability + communication ability". Good interpersonal communication ability can help students quickly integrate into work teams, effectively meet work needs, and handle workplace conflicts properly, becoming an important addition to their professional competitiveness. Therefore, vocational colleges need to break the traditional perception of "emphasizing majors and neglecting literacy", elevate interpersonal communication education to the strategic level of talent cultivation, clarify their curriculum objectives, teaching content, and evaluation standards, and achieve coordinated promotion with professional education and practical education.

3.1.2 Enhance students' social skills and cultivate positive communication behaviors

Schools can carry out diverse social skills training activities, such as communication skills training, team collaboration training, etc. Through these activities, students can improve their expression, listening, and emotional management skills, and learn how to effectively communicate and interact with others. For example, holding a communication skills competition and setting up scenario simulation sessions to allow students to exercise their communication skills in practice. Encourage students to actively participate in collective activities, cultivate a spirit of cooperation and teamwork, and enhance their interpersonal communication

skills. Teachers can guide students to take responsibility actively in collective activities, leverage their strengths, actively interact with others, and gradually change their silent and passive participation state.

3.1.2 Enrich course content and teaching methods

In the construction of course content, theoretical and practical aspects, universality and professionalism should be taken into account. On the one hand, the system imparts core theoretical knowledge of interpersonal communication, including the essence and development laws of interpersonal relationships, the basic principles of social cognition, communication logic and skills, conflict resolution methods and strategies, etc., helping students establish a scientific cognitive framework for interpersonal communication; On the other hand, teaching content should be closely integrated with professional scenarios, with a focus on explaining workplace communication etiquette, team collaboration rules, customer relationship maintenance, cross departmental collaboration skills, and other content closely related to career development, enhancing the pertinence and practicality of education.

In terms of innovative teaching methods, we abandon the single theoretical teaching mode and adopt diversified teaching methods such as case analysis, role-playing, scenario simulation, and group discussion. Case analysis should select typical interpersonal communication cases in professional scenarios, such as resolving misunderstandings in workplace communication, division of labor conflicts in team collaboration, and demand matching in customer service, to guide students to deeply analyze the differences in communication concepts and behavioral logic deviations behind the cases, and explore the optimal solutions; Role playing can be set up in specific scenarios such as workplace interviews, work reports, and conflict resolution, allowing students to play different roles and experience the differences in effectiveness brought by different communication methods in an immersive experience, strengthening their recognition of correct communication concepts; Group discussions can revolve around topics such as "The Manifestation of Individualism and Collectivism in Communication," "The Differences between Professional and Daily Communication," and "The Boundaries of Interpersonal Communication in the Internet Age." Encourage students to express their own opinions, deepen their understanding of communication concepts through ideological collisions, and appreciate the practical value of positive communication concepts such as respect, tolerance, and integrity.

3.2 Focus on Refining Core Competencies and Cultivating a Positive and Proactive Communication Behavior Paradigm

3.2.1 Clarify the core dimensions of social competence

The social skills of vocational college students are a comprehensive literacy system that covers multiple dimensions such as expression, listening, collaboration, and emotional management. Expressive ability not only includes clear and accurate oral expression, but also includes written expression and nonverbal expression; Listening ability emphasizes focusing on understanding others' intentions,

capturing key information, and providing appropriate responses in communication; Collaboration ability is reflected in clarifying one's own position within the team, respecting others' opinions, taking proactive responsibility, and efficiently completing division of labor; Emotional management ability requires students to recognize their own and others' emotional states, regulate negative emotions such as anxiety, irritability, and inferiority reasonably, and engage in communication with a rational and peaceful attitude. These core competencies are interrelated and organically unified, forming the basic framework of students' interpersonal communication skills, and are also the key direction for vocational colleges to carry out social skills training.

3.2.2 Carry out diversified ability training activities

Vocational colleges should design systematic and diversified training activities for the core dimensions of social skills, to achieve the transformation from theoretical knowledge to practical abilities. In terms of communication skills training, specialized courses such as "Oral Expression Training", "Business Document Writing", and "Non Language Communication Skills" can be offered to help students master the skills of clear expression, accurate listening, and effective feedback through special lectures, specialized training, practical exercises, and other forms; Organize a "Communication Skills Competition" and set up scenario simulation sessions that are close to professional reality, such as workplace reporting, customer negotiation, crisis public relations, etc., to allow students to exercise their communication skills in real scenarios. Professional teachers and corporate mentors will jointly evaluate and guide students to improve their communication skills in a targeted manner.

In terms of team collaboration training, teaching models such as project-based learning and group collaboration exploration are introduced to cultivate students' collaborative awareness and abilities in the process of completing specific project tasks. For example, organizing students to participate in professional skills competitions, social practice projects, campus cultural activity planning, etc. in groups requires group members to clarify their division of labor, cooperate closely, regularly communicate progress, and jointly solve problems. In practice, they will experience the importance of teamwork, respect differences, tolerate differences, and complement each other's strengths. At the same time, teachers should strengthen guidance on the process of team collaboration, timely identify and resolve conflicts within the group, help students master the methods and strategies of team collaboration, gradually shift from passive participation to active collaboration, and from individual efforts to team win-win.

3.2.3 Strengthen behavior guidance in practical scenarios

The cultivation of positive social behavior cannot be separated from continuous practical training and targeted guidance. Vocational colleges should make full use of various scenarios such as classroom teaching, campus activities, and social practice to provide students with rich opportunities for social interaction and practice, and strengthen process guidance. In classroom teaching, teachers can encourage introverted and quiet students to actively express their

opinions through interactive questioning, group discussions, classroom presentations, and other activities. They can provide timely recognition and encouragement for their progress and help them build confidence in communication; In campus activities, guide students to actively undertake organizational coordination, communication, and liaison work, so that students can exercise their communication skills in specific tasks and gradually change their passive participation state; During the internship and practical training, it is required that enterprise mentors strengthen guidance on students' workplace communication, help them adapt to workplace communication rules, learn effective communication with leaders, colleagues, and clients, and transform the communication skills cultivated on campus into practical workplace skills. Through multi scenario and multi-dimensional practical exercises and precise guidance, students can solidify positive communication behaviors and form stable communication skills through repeated practice.

3.3 Enrich the Campus Cultural Ecology and Broaden the Dimensions of Diverse and Open Communication Platforms

3.3.1 Build a multi-level campus activity system

Campus cultural activities are an important carrier for expanding students' social circle and exercising their communication skills. Vocational colleges should focus on students' interests, hobbies, and career development needs, and provide them with diverse communication scenarios. In terms of interest based activities, various interest clubs such as music, sports, painting, photography, and reading are established, and regular club activities, campus cultural festivals, and interest exchange conferences are held to bring together students with common interests and hobbies. Through the process of sharing interests and exchanging skills, good interpersonal relationships are naturally established, achieving the goal of meeting friends with interest and promoting friendship with friends; In terms of professional activities, professional skills competitions, industry forums, academic lectures, project exhibitions, etc. are held to encourage students from different majors and grades to participate. Through exchanging professional knowledge and exploring industry trends, students can broaden their social horizons, meet like-minded partners, and form a network of professional communication; In terms of public welfare activities, students are organized to participate in volunteer service activities such as community service, environmental protection publicity, charitable donations, and rural teaching support. Through the process of dedicating love and serving society, students can experience sincere mutual assistance between people, enhance their sense of responsibility and empathy in communication, and meet volunteers from different backgrounds to enrich their communication experience.

3.3.2 Deepen the practical education of school enterprise cooperation

Vocational colleges should break through campus boundaries, strengthen cooperation with external institutions such as enterprises, communities, and industry associations, and build a "campus enterprise community" integrated communication

and practice platform to provide students with broader communication space. In terms of enterprise cooperation, through on-the-job internships, enterprise visits, order class training, and enterprise mentors entering the campus, students can go deep into the production line of enterprises, have close contact with enterprise employees, technical backbones, and management personnel, learn workplace communication rules, understand the communication literacy requirements of industry talents, meet professionals with different positions and qualifications in real workplace environments, and broaden their professional communication circles; In terms of community cooperation, we jointly build practical education bases with the community, organize students to participate in community governance, cultural construction, convenient services and other activities, enable students to enter the community, get close to the masses, enhance communication skills and service awareness through interaction with community residents and staff, meet people of different ages, professions and life backgrounds, and enrich social experience; In terms of industry association cooperation, we organize students to participate in industry exhibitions, skill competitions, academic exchanges, and other activities, allowing students to exchange and learn with experts, scholars, and elite peers in the industry, understand the latest trends in the industry, establish industry network resources, and lay a good interpersonal foundation for future career development.

3.4 Establish Sound Mental Health Support and Resolve Psychological Difficulties in Interpersonal Communication

3.4.1 Build a comprehensive mental health education system

Vocational colleges should deeply integrate mental health education with interpersonal communication education, establish a sound "prevention intervention development" three in one mental health education system, and provide solid psychological support for students' interpersonal communication. In the construction of the education system, on the one hand, compulsory or elective courses on mental health are offered, with interpersonal communication psychology as the core teaching content, systematically explaining the psychological laws, common psychological problems, and adjustment methods in interpersonal relationships, helping students master the basic skills of self-regulation; On the other hand, a professional mental health education team should be established, including psychological counselors, psychological teachers, homeroom teachers, counselors, etc., to form a mental health education work pattern of full participation, full coverage, and all-round service, ensuring that students can receive timely and effective help when they encounter psychological difficulties in interpersonal communication.

3.4.2 Implement precise psychological counseling interventions

To address potential psychological issues such as anxiety, depression, inferiority complex, and loneliness that students may experience in interpersonal communication, a combination of individual and group counseling is adopted to implement precise psychological interventions. In terms of individual counseling, establish a psychological counseling

appointment system to provide one-on-one professional psychological counseling services for students in need. Psychological counselors listen to students' confessions, analyze the root causes of problems, help students sort out conflicts and confusions in interpersonal communication, guide students to correctly understand their own psychological state, teach targeted psychological adjustment methods, such as emotional management skills, cognitive restructuring methods, social anxiety relief strategies, etc., and help students gradually overcome psychological barriers and establish social confidence; In terms of group counseling, regular interpersonal communication themed group counseling activities are carried out, focusing on themes such as "relieving social anxiety", "resolving interpersonal relationship conflicts", "improving communication skills", "self-awareness and acceptance", and organizing students with similar psychological needs to participate. Through group sharing, scenario simulation, role-playing, group discussions, and other forms, students can feel understood and accepted in the group, learn from others' experience and methods of dealing with interpersonal communication problems, and enhance their psychological adjustment and communication skills through interactive communication.

4. Conclusion

Under the new situation, there are practical constraints in interpersonal communication among vocational college students. These problems not only affect the quality of students' campus life, but also have a certain negative impact on their mental health and future career development. By strengthening interpersonal communication education, enhancing students' social skills, enriching campus cultural life, paying attention to students' mental health, and guiding students' self reflection and other relief strategies, it is possible to effectively improve the interpersonal communication status of vocational college students, improve their interpersonal communication abilities, help them build good interpersonal relationships, and promote their comprehensive development. Vocational colleges should attach great importance to students' interpersonal communication issues, take practical and effective measures, and create favorable conditions for students' growth and development.

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Author Profile

Hongjun Xu male, born in 1982, holds a Bachelor's degree in Engineering. Currently, works at Ziyang College of Dental Technology, Ziyang.