

Current Situation and Countermeasure Research of Vocational Guidance in Higher Vocational Colleges

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Abstract

Professionalization is a major proposition of life. However, when people begin to choose their careers and enter their jobs, they do so in the absence of social knowledge and professional experience. Vocational guidance originates from solving the contradiction between people and occupation caused by social division of labor. Its development depends on the development and change of occupation and social economic environment. This paper analyses the present situation of vocational guidance teachers in Higher Vocational Colleges and the existing problems in Vocational guidance, and puts forward some suggestions for improving vocational guidance of students and further improving the quality of employment.

Keywords

Higher vocational colleges, vocational guidance, teachers.

1. Introduction

Vocational guidance comes into being with the development of economy, society and occupation. Vocational guidance is the process of helping job seekers understand the social employment situation and current employment situation, the policies and regulations of human resources and social security, their professional interests, professional abilities and personality characteristics, and employing vocational evaluation analysis, investigation and interview, psychological measurement methods and means, according to market manpower. The supply and demand of resources, in accordance with the individual conditions of job seekers, job hunting willingness and employers' requirements, provide counseling, guidance and help to achieve a reasonable matching process.

2. Organization of the Text

2.1. Current Situation of Vocational Guidance in Vocational Colleges

Because most vocational colleges are technical schools, secondary vocational schools and vocational colleges, and vocational colleges are upgraded and merged. Most vocational schools have a weak foundation, the internal governance system has not been modernized, and the construction of teachers is not enough. The main problems are: full-time employment workers in Vocational colleges. The number of staff is still far from the standard. Most vocational colleges adopt the form of combining full-time and part-time jobs to meet the needs of Vocational guidance. Most part-time vocational guidance teachers come from other disciplines, which affects the development of the competency level of Vocational guidance. There are too many part-time and young teachers. The subject structure of vocational guidance teachers in several vocational colleges is unreasonable, and there is a lack of practitioners with vocational guidance-related disciplines background; the vocational guidance teachers lack the training of teaching skills; the vocational guidance teachers and student management teams in various

vocational colleges are basically a set of people, except for individual ones with educational specialties. Teachers with background.

Vocational colleges and universities mostly set up vocational guidance teaching and research rooms and employment guidance centers, unified management, unified teaching materials, unified progress, unified lesson preparation. Its vocational guidance teaching generally takes the following two forms: first, theoretical teaching: a teacher is in charge of a college, teaching all the modules of Vocational guidance. Or divide the whole course into different modules, each teacher is responsible for some of the chapters.

Secondly, practical guidance and consultation services: generally, the employment guidance center staff provide guidance and consultation services to solve the problems encountered by students in actual employment, entrepreneurship and policy, procedure consultation, etc. But in the actual teaching process, the connection between theory and practice is not close enough, the theory teaching is often too generalized, some of them are transformed into students'ideological and political education courses, and many teachers are not skilled in teaching modules, lack of practical operation experience, and lack of professional pertinence. It has become a pure theoretical knowledge teaching, and vocational guidance courses become a mere formality. Employees are familiar with policies and processes, but they are not deeply involved in the teaching process. Especially, they do not understand students'majors, lack of knowledge about students' discipline development rules and professional development patterns, and can not achieve students'teaching according to their aptitude and differentiated training.

2.2. Problems of Vocational Guidance in Vocational Colleges

At present, the construction and perfection of vocational guidance and employment service system in higher vocational colleges has become an important guarantee to promote the all-round development of Higher Vocational students, and also an effective way for students of higher vocational colleges to integrate into society smoothly. In addition, highly educated and experienced teachers are unevenly distributed in Colleges and universities. In some higher vocational colleges, there are a few teachers who guide most students. Teachers are prone to form job burnout because of their heavy workload, which affects their guidance of students'employment. In addition, the proportion of highly educated teachers in higher vocational colleges is low, and the quality and level of teacher guidance is not high. It is shown in the following aspects.

2.2.1. Vocational Guidance System Is Not Perfect, the Quality and Level of Guidance Is Not High

In the Outline of Educational Reform and Development promulgated by the National Education Conference in 1993, the Ministry of Education clearly proposed that the existing colleges, vocational universities and adult colleges should be developed and reformed to promote the development of Higher Vocational education. Since then, the Ministry of Education has promulgated many documents and put forward many Guiding Opinions on the development of Higher Vocational colleges. However, the development of China's vocational colleges has its limitations, and the guidance of policy can not make the less viable vocational colleges develop rapidly in a short time. The traditional Chinese concept of "high school is superior to official" is not applicable to higher vocational colleges. The cultivation concept of higher vocational colleges is quite different from that of traditional universities. The cultural basis of Chinese academic education is strong, while the vocational education is relatively weak. Therefore, the current vocational guidance system in higher vocational colleges is not perfect, which has both the limitation of ideas and the limitation of historical conditions. Therefore, vocational guidance generally presents the status quo of imperfect system, low quality and level.

2.2.2. Vocational Planning and Employment Guidance Are Single in Form and Backward in Means.

At present, single form and backward means are common phenomena in vocational guidance and employment service of Higher Vocational Colleges in China. Most vocational colleges only set up vocational guidance courses on the eve of students' graduation, and it is limited to analyze the employment situation faced by students and the employment policy of this year. Vocational guidance work carried out by some colleges and universities mostly takes the form of "graduate employment mobilization meeting" and "employment situation report meeting" to implement two extremely important tasks of employment guidance and employment service, which are full of formalism and lack of practical guidance for students. In addition, some vocational colleges lack a correct understanding of the overall local economic development situation, do not understand the new trends and changes in talent demand, and have not changed the traditional mode of information collection, resulting in a serious asymmetry of vocational guidance departments and social information in Colleges and universities, which ultimately leads to employment guidance work. The effectiveness is poor. At the same time, this kind of vocational guidance and employment service means are not targeted, so that students lose their enthusiasm to participate, and its guidance effect is not good.

2.2.3. The construction of Vocational Guidance Team Is Backward and the Level of Specialization Is Not High

For a long time, in the construction of the organizational system of higher education institutions, China has established specialized institutions responsible for the work of graduates, but unfortunately, these institutions can not undertake the responsibilities of vocational guidance and employment services for graduates. In some higher vocational colleges, the student work service institutions deal with some of the graduates'affairs most of the time. It is difficult to devote fixed time and energy to carrying out targeted vocational guidance and employment services. In some higher vocational colleges, the attitude of employment guidance is extremely not serious, and there is not enough teachers. Even some higher vocational colleges let counselors or head teachers act as career guidance teachers and employment service personnel. However, these instructors have not received systematic professional training, and their qualities in information collection, knowledge storage and cultural background are unsatisfactory. It is difficult to meet the requirements of vocational guidance and employment services in the new era.

2.2.4. Ignoring the Diversity of Student Groups and Lacking Individualized Classification Guidance

Student groups have diversity. Although the collective era has become the past, the collective education consciousness of the collective era has not been completely erased in the daily educational life. The students are given a large-scale unified guidance. Instead of looking at students'abilities from the perspective of finding advantages, the students are regarded as the source of problems and are too strong. Adjust students'problems. The current situation of vocational guidance has caused students'confusion and confusion, that is, vocational guidance does not give students specific guidance for their own development, on the contrary, it reduces students' attention to their own characteristics. At the same time, there is a certain herd mentality in the student group, which is likely to cause psychological impact on some students who are not very close to the group but have certain unique abilities. Therefore, vocational colleges should pay attention to the diversity of student groups and adopt a series of vocational guidance measures to enable students to find themselves, develop themselves and achieve themselves. Individualized classified guidance is given to students so that they can find good teachers and friends who share the same interests with them, thus promoting their personalized development.

2.2.5. Vocational Guidance Does Not Form A Continuous Feedback System

Although there are various problems and drawbacks in the employment guidance work of Higher Vocational Colleges in China, it is undeniable that in recent years, vocational guidance and employment service work of Higher Vocational Colleges in China has made certain development and progress, accumulated some experience and achieved some results. Some higher vocational colleges have carried out research and Discussion on the continuous feedback system of Vocational guidance. Summarize the experience and shortcomings of career guidance in the past years. In order to form a continuous feedback system as far as possible for the follow-up career guidance work. However, there are some difficulties in implementing such measures. On the one hand, vocational guidance in higher vocational colleges has not reached a certain theoretical depth and cognitive height. On the other hand, there is no systematic and in-depth study on the vocational consciousness and ability of Contemporary Higher Vocational students. In addition, the theoretical level of vocational guidance staff in most higher vocational colleges is not high, and there is no systematic research on the employment principles and policies of higher vocational students in China. Therefore, it is impossible to form a continuous feedback system to guide students' employment, which is not conducive to the improvement of the level of vocational guidance in schools.

2.3. Improving Vocational Guidance for Vocational College Students and Further Improving the Quality of Employment

2.3.1. Strengthen the Construction of Vocational Guidance System, Guide Vocational College Students to Solve the Problem of Universal Employment First

At present, there are some problems that can not be ignored in the employment guidance and employment service system of Vocational Colleges in China. The traditional teaching mode of vocational education is relatively rigid, and it has been unable to adapt to the development of the national economy. We should strengthen the system construction of Vocational guidance. Firstly, we should promote the transformation of the mode of running vocational education. In 2015, the Ministry of Education issued a paper saying that higher vocational colleges and local enterprises should cooperate in running schools, and vigorously develop school-enterprise cooperation in running schools.

The following year, the pilot work of school-enterprise cooperation in running schools was carried out in some areas. From the policy point of view, the Ministry of Education advocates close cooperation between Higher Vocational Colleges and local enterprises, integrating the needs of enterprises in personnel training, and at the same time, integrating the needs of enterprises into the training of talents.

Integrating new thinking into talent training can promote the development of enterprises, and then form mutual promotion and win-win cooperation. Secondly, promote the vocational education examination enrollment system. To break through the way of enrolling students only by the results of cultural courses, we should adopt the way of selecting students by taking cultural courses plus skills assessment, and provide students with a pluralistic and multi-channel way of enrollment. This comprehensive evaluation standard can not only increase students' enrollment opportunities, but also fully reflect the characteristics of Vocational colleges' enrollment.

At the same time, the government should constantly deepen the reform and improve the employment market; colleges and universities should strengthen internal reform, actively adapt to the market, timely adjust the professional structure, strengthen the construction of basic and applied disciplines, constantly update the teaching content, pay attention to the reform of teaching methods, improve the quality of teaching, and cultivate high-quality graduates. At the same time, according to the market demand, we should open new majors and flexibly adjust the settings of majors. Students should improve their own quality and renew

their employment concept. At present, in the fierce competition in the employment market, students should grasp the initiative of employment in their own hands. In addition, students should recognize the employment situation, actively learn and master employment skills, improve their ability to choose jobs, have a correct understanding of themselves, and reasonably determine employment expectations.

2.3.2. Strengthen the Construction of Vocational Guidance Teachers and Improve the Vocational Skills Training System for Students

Without a scientific and rational team of vocational guidance teachers, it is impossible to achieve effective cohesion and mutual promotion between vocational guidance teachers, let alone achieve sustainable development of Vocational guidance. It is imperative to establish graduate service centers, strengthen the construction of employment information platform, employment guidance team, employment guidance curriculum system, and promote personalized vocational guidance and employment services. Higher vocational colleges should strictly abide by the relevant regulations of the Ministry of Education and constantly strengthen the construction and perfection of the team of vocational guidance teachers in various ways, such as external employment and self-cultivation, in order to meet the urgent needs of vocational guidance and employment services for graduates of Higher Vocational colleges. On the basis of ensuring teachers' full edition, we should vigorously improve the overall professional quality and professional level of teachers. A qualified career guidance and employment service teacher should also be an expert in career development and planning. He should fully grasp the relevant theories of career guidance and employment service and the theory of students' individual psychological and behavioral development, be familiar with social etiquette and communication skills, and be able to grasp students' employment policy. Only in this way can the teachers provide the most scientific vocational guidance and employment services to the graduates of Higher Vocational colleges.

In addition, teachers should guide students to choose vocational skills training projects according to their employment needs, so as to improve students' employment ability and level. Students are already high-quality talents. The vocational skills training of students is more about the cultivation of their employment ability, the cultivation of their awareness of the workplace and the ability of the workplace.

2.3.3. Career Guidance and Employment Service Should Be Run Through the Whole Education Process to Guide Vocational College Students to Adapt Flexibly and Safely to the Labor Market

Vocational guidance should not be confined to the stage of higher vocational students in school. It can also extend vocational guidance to one to two years after graduation, and adopt follow-up observation and guidance, so as to promote the formation and healthy development of employment guidance and employment service mechanism. In the whole process of students' education, we should persevere in the implementation of employment guidance. Starting from freshman entrance, we can popularize the basic concepts of employment and career choice to every student.

With the changing concept of the times, we should guide students to abandon the traditional and outdated concept of employment and career choice, so that they can relatively clearly understand their future direction of life development, and have sufficient ideological preparation for the current social and economic development situation and the severe employment situation, so as to make the best choice in employment and career choice.

It is in this process of institutional change that the operation of China's labor market has gradually developed into a flexible and safe performance with Chinese characteristics. At this time, guiding students to adapt to such a labor market is also an important way of employment technology guidance. Compared with the past, the current system of employment, wage

distribution and labor contract is relatively flexible, which provides many potential opportunities for students. The government has promulgated and promulgated a series of labor market laws, regulations and policies, such as active employment policy, minimum wage policy, labor contract law, labor dispute mediation arbitration law, etc. Modern students should break the "iron rice bowl" idea, combine their own abilities, and choose a suitable occupation.

2.3.4. Improving the Quality of Vocational Guidance and Employment Services and Guiding Vocational College Students to Make Good Use of Relevant Policies on Employment and Entrepreneurship

To improve the job satisfaction of employment guidance, it is necessary to construct a guidance model suitable for the characteristics of Higher Vocational students. We should continue to strengthen the psychological counseling of students' employment, so that students have an objective understanding and scientific analysis of themselves, and can make an objective evaluation of themselves. Through holding different scale and forms of fairs and recruitment, students can get in touch with the society and understand the society, so as to plan their career scientifically. Higher vocational colleges also apply for employment guidance experts with rich practical experience, which can be scholars who have fully studied the employment market, or staff of the talent market profession. Graduates who are successful in employment or self-employed are regularly invited to return to school for career guidance and guidance. These employment models have abundant experience and personal experience. Through their regular sharing of employment experience on campus, they can increase the appeal and persuasion of employment guidance. They will also give full play to the power of role models on campus to provide a spiritual support for graduates, so that graduates can bravely participate in the fierce employment competition and realize their own value.

At the same time, schools should strengthen the publicity of employment policies to guide students to correctly understand and make full use of the state's economic development policies, financial security policies, preferential tax policies, financial support policies, foreign trade policies and other supporting policies. We should make use of the favorable opportunities of national policies to boldly choose jobs and find employment opportunities for entrepreneurship and promote more employment.

Strengthen organizational leadership, improve the policy system, improve the entrepreneurial environment, improve entrepreneurship training system, improve students' entrepreneurial ability, guide students to choose appropriate projects at the right time, and carry out entrepreneurial activities. Correctly guide students' entrepreneurial awareness, help students find entrepreneurial opportunities, encourage students to enter the social learning experience, do not simply tie students to school.

2.3.5. Increase the Construction of Internship and Training Bases Inside and Outside Schools

Practical guidance in employment guidance services should be increased according to the needs of enterprises. Practice has proved that the university classroom is not the best position for vocational colleges to carry out employment guidance work, and the classroom has its own limitations.

Therefore, the full-featured and well-functioning practice and training base has become the best platform for students' career planning and development. On the one hand, the employment service and guidance of the practice base can fully integrate the theory of classroom vocational guidance and employment service, on the other hand, it can continuously strengthen the students' ability to apply knowledge and move towards a broader world. In addition, the practice base is a buffer zone between universities and society. For students, the practice base is a golden bridge to society. Higher vocational colleges should continue to extend and expand the functions of practice training bases, actively communicate and coordinate with relevant

enterprises, create more practice training opportunities for students, so that students' practical ability can be fully exercised, so as to effectively enhance students' employment competitiveness.

2.3.6. Guiding Vocational College Students to Strengthen Their Basic Protection and Adapt to the Adjustment of National Industrial Institutions

Understanding the current employment situation in China, career selection and entrepreneurship should meet the needs of the times. We should not only pursue professional ideals, but also meet the actual needs of society. Therefore, fully understanding and grasping the current employment situation is an important condition for ideal employment and entrepreneurship. We should cultivate students' awareness of safeguarding their rights and evidence, and make it clear that students should enjoy employment rights and interests.

Highlighting key groups, guiding students to correctly understand the adjustment of industrial structure, realizing the coordinated development of urban and rural and regional employment, changing students' thinking, encouraging students to exercise at the grass-roots level, and improving their quality and ability. In addition, employment should be suitable for their own choices, not limited to finding jobs in metropolitan areas, buried in the sea of people.

3. Conclusion

At present, the employment guidance and employment service system of Vocational Colleges in China is becoming more and more perfect, but there is still much room for improvement. Vocational colleges need to carry out targeted vocational guidance in combination with their own school construction and students' self-development, so as to enable students to truly benefit.

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