

A Study on Vocational Enlightenment Education for Teenagers

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Abstract

Vocational enlightenment education is the foundation of Vocational education. It is an educational activity for teenagers and children in terms of professional ethics, attitude, knowledge and skills. As an activity that consciously influences students' experience, cognition, exploration and planning of occupation, the aim is to guide students' transition from "campus person" to "workplace person". Vocational enlightenment education is carried out in primary and secondary schools, in order to help students recognize themselves, understand the professional world, and guide them to think about learning and future development of education activities. Vocational enlightenment education is an important part of general vocational education, which can be regarded as an initial stage of Vocational education. Its basic connotation is that in the stage of basic education, schools carry out purposeful, organized and planned vocational quality education for students, including the imparting of basic vocational knowledge, the training of basic vocational skills and the formation of basic professional attitudes. Vocational Enlightenment Education is of great significance to the survival and development of students in the future.

Keywords

Career Enlightenment , Teenagers , Education.

1. The Connotation of Vocational Enlightenment Education

Through reviewing the domestic and foreign discussions on career enlightenment, it is found that they are mainly based on the following three ideas. One is the theory of career guidance, which holds that career enlightenment is the first step in career planning - career exploration. Representatives of this view are American scholars Roswell and Lester, who divide people's life into four periods according to the universal law of career development: career exploration period, career establishment and development period, career development period and career recession period. They believe that career exploration has often been carried out before the age of 15 [1].

Secondly, the theory of "cultivating professional consciousness" holds that vocational enlightenment is to cultivate the professional consciousness of young children, to help them find their own interests and explore opportunities for development. For example, Super, a well-known career theoretical researcher, believes that the content and emphasis of career at different stages are different. In the growing period (0-14 years old), students are taught vocational enlightenment education. Its task is to develop their self-image, make them have a correct attitude towards the working world, and gradually realize the significance of work [2].

Thirdly, the theory of "Children's Labor Technology Course". The representative viewpoint is similar to Dr. Li Jun of Ji University's definition of vocational enlightenment education: It includes all kinds of educational means adopted by the education department in the primary education stage, aiming at preparing students for entering the workplace and participating in

technical projects in the future, and helping them transition smoothly from the school to the workplace [3].

Through the analysis of "vocational enlightenment education", the connotation of vocational enlightenment education can be summarized as follows: it is a kind of vocational enlightenment education which takes adolescents and children as the object of implementation, takes their growing environment as the carrier, takes training their professional thinking ability as the goal, identifies professional characteristics, Judges Professional types, acquires professional skills, establishes professional ethics, and so on. Intellectual transformation with planning career path as its basic content.

2. Contents of Vocational Enlightenment Education

2.1. Professional Experience Stage

Vocational experience refers to teenagers and children in the highly simulated facility sites and artificially constructed social units, under the guidance of professional teachers, through identity play, machine touch and other ways to understand the various industries to do, in the play to determine their professional preferences. Taking career experience as the first stage of vocational enlightenment education for adolescents and children mainly stems from the curiosity of children about their parents' professional work during this period, which has a high imitation drive [4]. Through role playing, children can understand adults' world in a relaxed and pleasant atmosphere. Vocational enlightenment education should be integrated into vocational experience, through which more growth and harvest can be realized. Through the course of labor skills and professional experience, students are guided to correctly recognize their profession and understand that there is only difference in division of labor and no distinction between high and low, so as to guide them to form the working habits of diligent work, the working style and professional habits of striving for perfection, the spirit of solidarity and cooperation, and to cherish the fruits of labor. Professional quality. Create real occupational situations, experience posts and experience projects suitable for primary and secondary school students' cognitive characteristics, so that students can recognize the characteristics of labor and perceive the main meaning of occupation through experiential labor. Vocational Experience Education Base carries out standardization construction around the requirement of "Labor and Vocational Enlightenment Education". It sets up corresponding experience courses, equips sufficient teaching staff, matches real experience equipment, brews strong professional culture and industrial culture, constructs an evaluation system that takes into account both process and result, and provides students with different stages. Psychological characteristics of the integration of popular science, life, learning, entertainment, with professional orientation of the experience activities, so that students through intuitive perception, image awareness, personal experience, hands-on operation, cultivate basic labor literacy and thinking, and build a preliminary career awareness and ideals.

2.2. Occupational Cognition Stage

On the one hand, this process mainly includes familiarizing with occupational classification, understanding occupational functions and understanding the relationship between occupation and personality. The main tasks of this stage include vocational awareness training and vocational ability training.

On the other hand, career cognition includes self-perception. It has insight and understanding of itself, including self-observation and self-evaluation. Although the stage of adolescence and childhood is in line with that of adulthood, the individual in this stage has its particularity and mystery.

In the context of vocational enlightenment education, self-perception stimulates students' inner potential through teachers' external guidance of education and teaching, while so-called self-observation refers to students' own analysis of their own internal experience, such as thoughts, feelings and intentions as quasi-professionals; self-evaluation refers to students' own knowledge structure, and self-evaluation refers to students' own analysis of their own internal experience as quasi-professionals. Judgment and evaluation of hobbies, ways of thinking and personality characteristics. It is necessary to carry out the enlightening education of children's career ideal as soon as possible, so as to help them realize the scientific opening of their career ideal on the basis of correct self-understanding, self-analysis and mastering various conditions.

2.3. Career Development Stage

This stage is a process of continuous development and change, when we have a certain understanding of the career world, clear the gap between ourselves and career goals, and formulate development strategies, so as to effectively plan the career path. We will constantly adjust our career plans with the development of the times and ourselves. The ultimate goal of "enlightenment" is to promote the individual from ignorance to civilization through the guidance of external forces, and gradually become mature in the wisdom [5]. By offering the course of labor and technology education, we can educate students in career guidance direction, and guide them to choose career direction that is in accordance with their own physical and mental characteristics from their potential of knowledge dimension or skill dimension. Through offering general technical courses and professional experience, students are educated in professional planning. They are guided to plan their career development rationally and make professional choices that meet the needs of individual and social development around their intelligence advantages, interests, learning bases and objective conditions of society. Vocational enlightenment education is not directional employment preparation education, it does not pay attention to the practice of professional skills, in addition to opening the door to individual career, more is to cultivate individual professional values, labor habits and enthusiasm, the truth of life. Therefore, in modern society, if people want to achieve the overall development of individual and society in the future career life, they must have a clear understanding of the occupation.

3. Implementation Recommendations

First of all, vocational enlightenment should be geared to all students. Positive professional behavior and pursuit benefit from the enlightenment implemented in primary and secondary schools and extend to the whole career, which is essential for everyone.

Secondly, career enlightenment should face the professional world. Students' personality conditions and interest preferences vary greatly, and their development needs and career ideals are different. Therefore, it is necessary to make full use of social resources such as all walks of life, community and family, and establish a social mechanism. According to the requirement of all-round development, it is a brand-new education that integrates In the international environment, vocational education has become a lifelong education, which can meet the educational needs of people of different ages and stages. Under such circumstances, our country should conform to the international trend, better integrate with the international standards, and carry out vocational enlightenment education. labor form and spirit, professional perception and labor consciousness, professional perception and career design, knowledge learning and practical experience. There are not only labor practice and professional experience, but also theoretical cognition of labor and occupation. It is necessary to prevent the phenomenon that only labor and professional experience has no educational requirement, but also to prevent the personal practice that only theoretical education has no labor and professional experience. In content, we should adhere to the principle of integration

of theory with practice training of post skills, inheritance of labor and professional knowledge and cultivation of labor and professional spirit; in form, we should adhere to the principle of integration of hands and brains, combine scientific rationality with practical rationality, and highlight the practical attribute of "labor and vocational enlightenment education"[6].

Furthermore, career enlightenment should go hand in hand. Vocational enlightenment is not a separate subject, and the teaching mode of subject curriculum should not be adopted. It is to improve students' vocational cognitive ability and experience level through various ways of educational activities. Influenced by traditional educational concepts, the understanding of education is relatively narrow. It is believed that education is to receive education in schools, especially in the classroom. Vocational enlightenment education forms are diversified, and students' learning interest and learning ability are stimulated through different ways.

Finally, career enlightenment should be implemented systematically. Vocational enlightenment in primary and secondary schools can not be generalized, but should fully follow the characteristics of teenagers' psychological development and cognitive law, according to the learning needs and physical and mental development level of students of different age groups, form the contents and methods of vocational enlightenment from primary school to junior middle school, and link up with each other, form a system and promote it step by step. "Labor and Vocational Enlightenment Education" integrates labor and vocational enlightenment, advocates labor and vocational enlightenment education through specific forms of labor, focuses on education, highlights hands-on, and guides the direction for enriching educational content and expanding educational forms.

4. Conclusion

Vocational education is the starting point for people to understand the professional world and enhance their sense of professional identity. Career bears the sacred responsibility and mission. Enlightenment is the elimination of ignorance and the opening of new knowledge. Education is an activity to cultivate children's perfect personality. Therefore, vocational enlightenment education is an introductory education on mysterious occupation for teenagers. It plays an important role in the growth stage of adolescents. Vocational enlightenment education is very important in social development and individual growth. It has become the trend of educational development to integrate it into the educational system.

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