

Study on the Implementation of Career Education in Chinese Elementary Education

Han Xiao^{1, a}

¹Adamson University Graduate School Department, Adamson University, Philippines

^aflbxh123@163.com

Abstract

It is very urgent to combine elementary education with career education, and its primary task is to find a specific model of implementing career education that meets the actual needs of China today when test-based education is dominant in the elementary education stage. This thesis clarifies the concept of career education and describes the current situation of implementing career education at the elementary education stage in China, outlines the factors affecting career education at the elementary education stage, and finally constructs a model of career education at the elementary education stage suitable for China's national conditions by combining the new curriculum reform.

Keywords

Elementary education, Career education, Implementation mode.

1. Introduction

There is no doubt about the role of education, which is an activity to cultivate "social people". China has made unprecedented achievements in education, such as the expansion of the scale of education, the popularization of compulsory education and the extensive application of advanced educational technology. At the same time, there are still many problems and drawbacks which cannot be ignored and which are worrying. This drives us to think: What is education? What is the purpose and essence of education? How to cultivate outstanding talents? What we need to do is to achieve a higher level of universal education, form a fair education that benefits all people, provide more quality education, build a complete lifelong education system and a sound and vigorous education system. In recent years, career education has gradually emerged in many educational concepts and practices.

The term "career education" was first formally proposed in 1971 by Dr. Malan, then director of the Federal Education Office of the United States. According to the definition of career education by the United States General Administration of Education in 1971, career education is a comprehensive education plan, which focuses on the whole life of a person, that is, from kindergarten to adulthood, in accordance with the steps of career cognition, career exploration, career orientation, career preparation, career proficiency, one by one, so that students can obtain livelihood skills and establish personal life status. [1] It can be seen that career education aims to solve the lack of social adaptability in general education. It is the inevitable requirement for the transformation of talent needs type of social and economic development. It is the link between students' sustainable development from school to career and then to career. It is also an important topic and way of mental health education. Development is the theme of the whole life.

At present, career education, especially career guidance module, has been carried out in the field of higher education and secondary vocational education, and relevant courses have been set up, but there are still few practical activities in elementary education to carry out career education, and relatively few theoretical studies. However, elementary education goes through

two important stages of life development -- growth and exploration, which is exactly the critical period for the formation of outlook on life and values, so they need to receive career planning education.

2. The Current Situation of Implementing Career Education

In order to clarify the specific situation of career education in China, the author chose Chang'an Primary School, Shijing Middle School and Ningxiang Second Middle School to conduct a questionnaire survey. During the social survey, 300 questionnaires were distributed to students and 60 to teachers. The dimensions of students' awareness of career and career education, awareness of self, career decision-making ability, career planning ability, operational skills, and work values were covered. Teachers' understanding of career education, the degree of understanding of policy implementation and career education practice were several dimensions. There were 295 student questionnaires and 287 valid questionnaires, including 94 in primary school, 96 in junior school and 97 in senior school; 56 teacher questionnaires and 52 valid questionnaires were collected. According to the survey, career education in Chinese elementary education is still at a low level.

2.1. The low impact of career education is contrasted with the high willingness of students to accept career education

Few primary school students have heard of "career education" or "career guidance"; Most junior middle school students began to have the awareness of self-development through games, TV media and parents' observation and reminder. High school students begin to have a certain understanding of career guidance, but only stay in the "Job introduction", "Guidance for further studies" stage, not ready for career.

At the same time, although nearly one-third of primary school students choose "no matter" or "no need" for career education, in the conversation with primary school students, most children are inculcated that "studying well is the main task of life". But middle and high school students, as they become more self-aware, clearly demand more guidance.

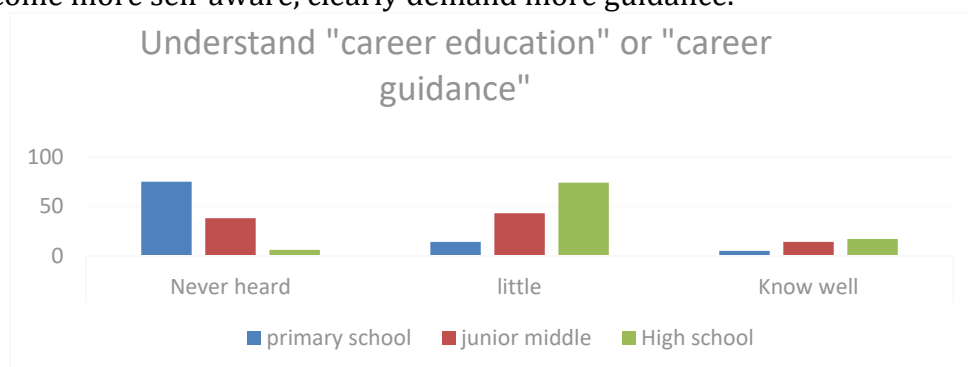


Figure 1. Understand "career education"

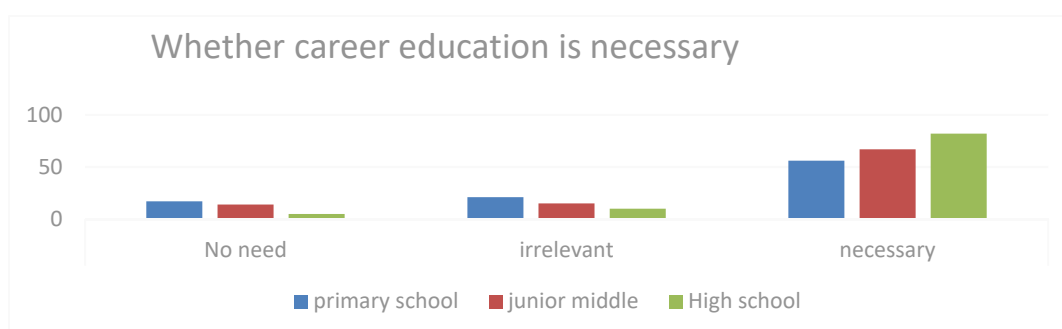


Figure 2. Whether career education is necessary

2.2. Students' high self-awareness is in contrast to their biased work values

Self-awareness means being clear about what kind of person you are. On the whole, students already have some self-awareness, and when asked if they are clear about their interests, hobbies and strengths, more than 70% of them can say it very clearly.

However, when asked to choose a career, 58% of the main reasons affecting the choice were based on their own hobbies, 8% on their parents' expectations, 16% on the amount of money they earn, 11% on the level of professional status, and 7% on others. With the development of China's social economy, the value orientation of individuals is more realistic and pragmatic, and a significant proportion of students pay too much attention to "money" and fame, and unilaterally pursue a stable life, ignoring their own conditions and matching their hobbies and careers.

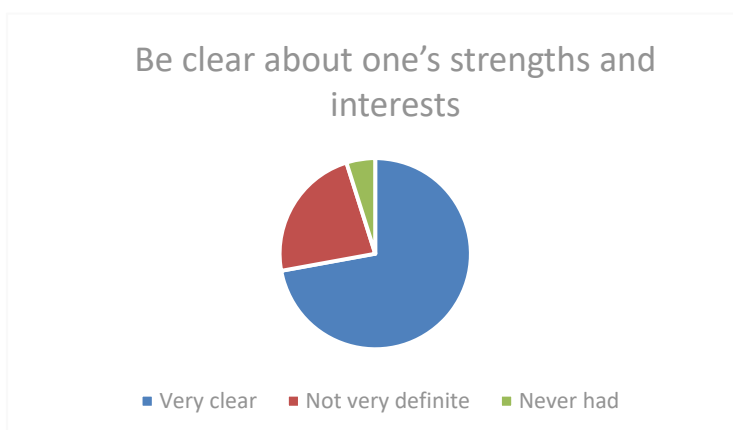


Figure 3. Be clear about one's strengths and interests

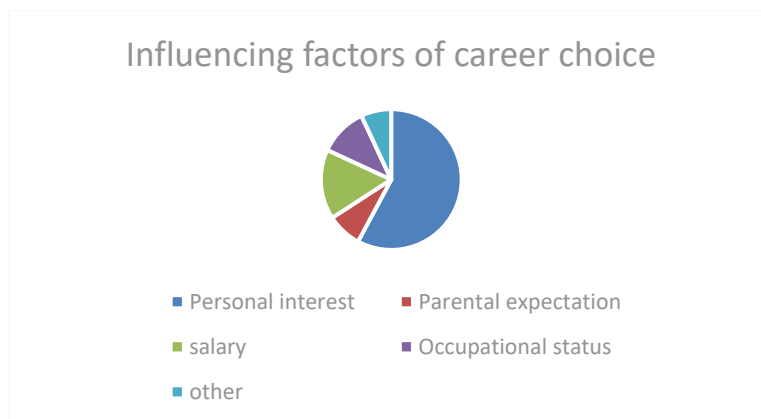


Figure 4. Influencing factors of creer choice

2.3. The differences among students contrast with the low relevance and effectiveness of school career education activities

Due to the differences in personality traits, family environment and education level, there will be differences among students in operational skills, economic awareness, planning execution and other aspects. The types of career education courses that students participate in, thematic activities, teaching penetration, separate specialized courses and other courses have similar selection rates. However, when asked about the frequency of participating in career education activities, except for a few students who answered that they occasionally participated in career practice activities, most students did not participate in such activities, let alone the rich and colorful types of activities.

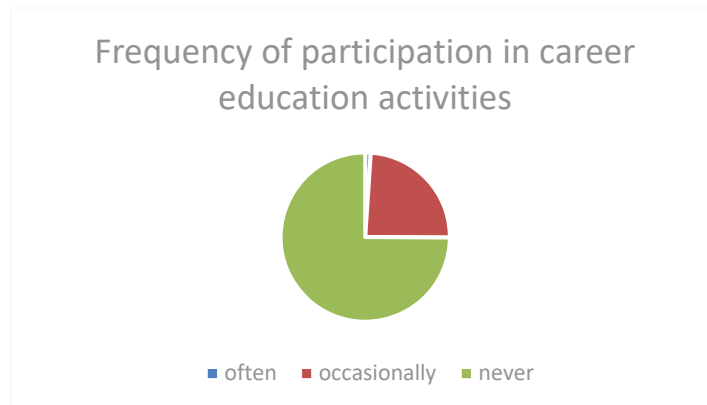


Figure 5. Frequency of participation

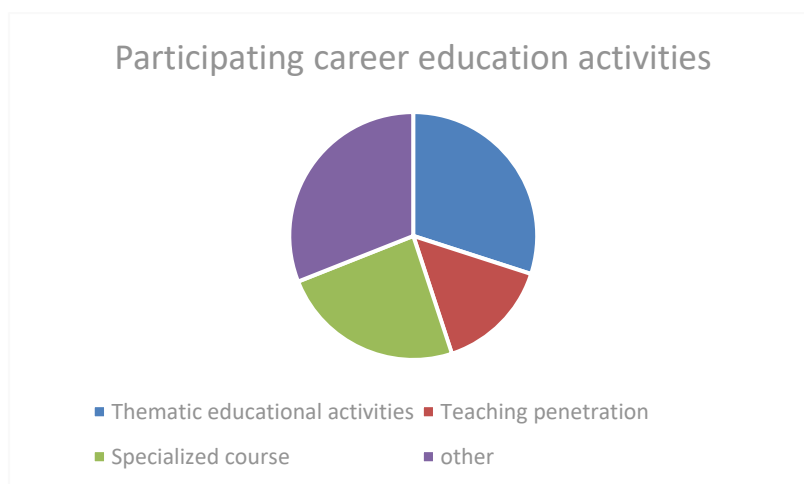


Figure 6. Activities

2.4. The high degree of teachers' awareness of career education is contrasted with the low degree of cognition

Because there is no systematic implementation of career education, many teachers conduct career education in an unconscious, spontaneous, and unplanned state. Most teachers understand and support the need to teach students to establish ambitious career aspirations and to develop solid career qualities and competencies from an early age. However, due to their own lack of knowledge about career development and career guidance, they do not do a good job of integrating the concept of career education into their curriculum teaching.

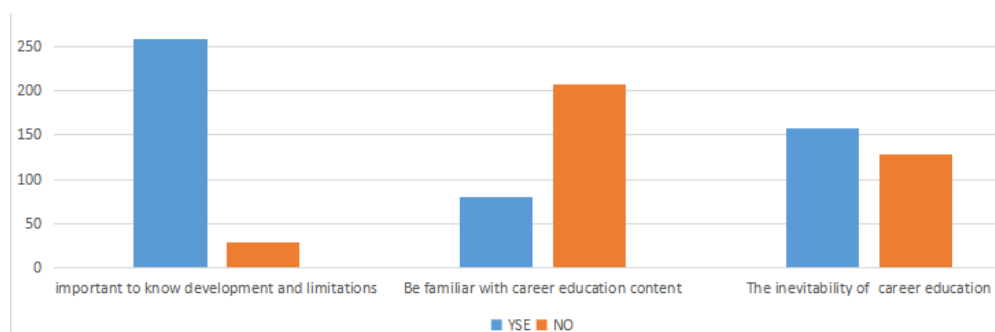


Figure 7. High awareness contrast with degree of cognition

2.5. Teachers' high emphasis on career education is contrasted with their low willingness to accept and implement it

Although teachers know the importance of career education even from their own experiences, when asked whether they are willing to implement career education in their future work, about half of the teachers answered no. After talking with teachers, I learned that due to the current educational evaluation system, student test scores play a large role in teachers' job evaluation. To integrate career education into teaching students, on the one hand, teachers need to spend more energy and time, but get little direct return; On the other hand, lack of professional guidance, the specific operation will be greatly discounted. Therefore, teachers are optimistic about the concept of career education, but their enthusiasm for implementation is not high.

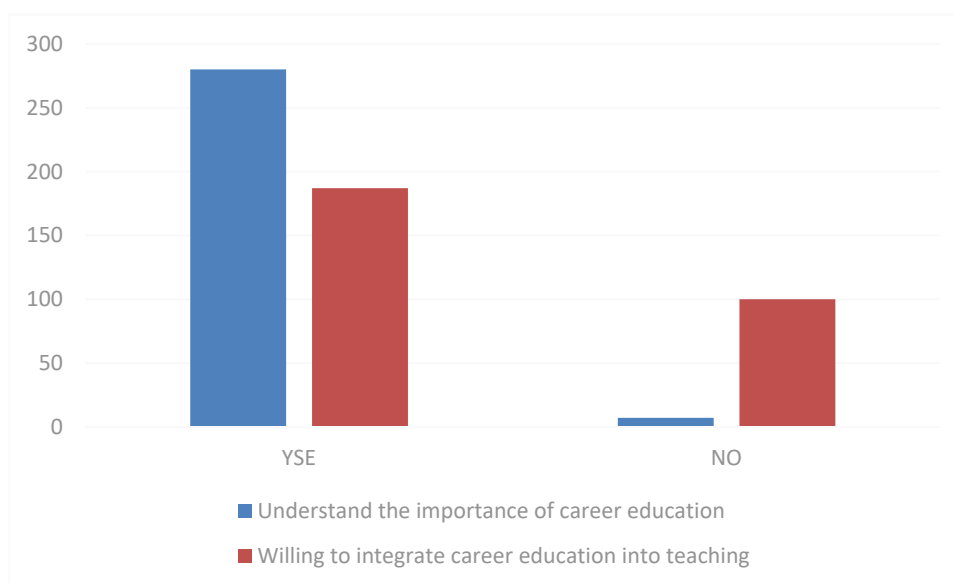


Figure 8. High emphasis contrast with low willings

3. Factors Influencing Career Education in Basic Education

3.1. Social factors

Social factors have a significant impact on everyone's career and even development. [2] Social environmental factors determine the degree to which people accept, praise or disparage different career positions, and determine the basic way to enter a career and the basic attitude after starting a career, as well as the resulting impact of changes in one's career. The social factors of career education mainly include socio-cultural orientation, social evaluation of occupation, educational policies and regulations, capital input, etc.

Living in a social environment, a person is bound to be affected by social culture and social values. The value orientation of most people is largely influenced by the value orientation of social subjects. The process of a person's thought development and maturity is actually the process of recognizing and accepting the values of the social subject. It is by influencing individual values that social values influence individual career choices.

The development of career education requires the integration of various forces and resources. Industrial departments, labor and personnel departments and education departments should be integrated. Each department has its own different functions, so it is not enough to rely on the strength of a single department. We should attach importance to the connection between career education and current employment problems and establish a long-term mechanism of career education theory. In addition, carrying out career education also needs a strong organizational guarantee. Professional associations play an important role in the field of career

development and guidance, such as the National Career Development Association in the United States and Canada, the National Association of Career Guidance for University Students in the United Kingdom, etc.[3] By establishing a national successful organization, it can better integrate the strength of various departments and integrate domestic resources to provide a strong guarantee for the implementation of career education, to make career education the door to success.

3.2. School factors

The fundamental guiding ideology of basic education is to "double base" training of basic knowledge and skills for students. However, due to the long-term influence of traditional education concepts and employment concepts, compared with college students and students in vocational and technical schools, career education in basic education stage is not enough in school education, and its performance mainly includes the following aspects:

First, under the influence of exam-oriented education for a long time, basic education under the influence of traditional educational concepts, more schools pay attention to students' scores, and the educational goal of schools is mainly to let more students enter universities, especially key universities.

Second, basic education tends to be one-size-fits-all in the teaching process. It sets uniform requirements for all students, fails to take into account the individual differences of students, fails to take into account the situation of some students entering the society after graduation, and fails to provide them with guidance on career preparation.

Third, lack of relevant career education courses. The survey results reflect that students in the basic education stage generally lack the ability and knowledge of career planning. The direct cause of students' lack of career planning ability is the absence of relevant career education courses in schools and the lack of awareness of career education among educators. Career education courses refer to the courses with the aim of cultivating students' vocational awareness and ability of career planning. The construction of career education courses in primary and secondary schools is the basic tendency of the education reform in the developed countries, and it should be get enough attention.

3.3. Family Factors

Career education is closely related to family factors. Family is an important place for people's life, and people's values and behavior patterns will be subtly influenced by family life and family members. The environment in which people grow up determines their values and behavior patterns, which have a great impact on their career choice and employment opportunities.

First of all, the different ways of family education lead to their different ways of knowing the world, thus affecting their views on society and their choice of career. Secondly, parents' occupation is the earliest object for children to observe and imitate, and children will inevitably get the influence of parents' vocational skills; Thirdly, parents' educational level, values, attitudes, behaviors and interpersonal relationships have direct and indirect profound influences on children's career evaluation and career choice.[4]

3.4. Personal Factors

Students' personal factors play a fundamental role in career education and determine their future development direction and achievements. [5]The individual factors that affect career education mainly include character, interest, quality and ability, value orientation and self-understanding and evaluation. Under the guidance of personality and impulse, individuals choose the occupation that can meet their needs and impulse through sublimation. The focus of career coaching should be on "self function" enhancement. With the growth of the age, students in the stage of basic education gradually begin to understand self-awareness, know

how to preliminarily determine their career intention according to their preferences, abilities and specialties, and value orientation, take the initiative to understand the information of the occupation they want to engage in, establish their career ideal, and initially plan their career.

4. To Construct The Mode of Implementing Career Education in The Basic Education Stage

4.1. Promote career education in school curriculum reform

The implementation of career education in basic education cannot be separated from the promotion of new curriculum reform. [6] Based on this purpose, curriculum reform should have two kinds of missions, one is to integrate career education into the teaching of various subjects, the other is to develop career education curriculum and design career education curriculum.

First of all, the curriculum reform changes the tendency of the curriculum to pay too much attention to knowledge transfer, and emphasizes the formation of active learning attitude, so that the process of acquiring basic knowledge and basic skills becomes the process of learning and forming correct values at the same time. Career education is through the process of career cognition, so that students can get the inner upward driving force, so as to promote the development of career.

Secondly, curriculum reform changes the current situation that curriculum implementation emphasizes too much learning, rote memorization and mechanical training. It advocates students' active participation, willingness to explore and diligence in doing things, and cultivates students' ability to collect and process information, acquire new knowledge, analyze and solve problems, and communicate and cooperate. It is also an important part of career education to acquire basic vocational skills to meet the needs of the profession.

Finally, curriculum evaluation should change the function of overemphasis on screening and selection, and give play to the function of evaluation to promote students' development and teachers' improvement and improvement of teaching practice. The implementation and promotion of career planning in career education is largely dependent on the predictability of career, which is now reduced by the chance of test scores that determine life's fate. Therefore, the change of educational evaluation system is helpful to the implementation and promotion of career education.

4.2. Establish the new concept and goal of "quality education" for career education

Quality education is put forward in our country as one says exam-oriented education. As early as the 1980s, China's education reform began to advocate the idea of quality-oriented education. In the past decades, quality education has come a long way. The so-called "quality", or "quality", refers to the internal, relatively stable and long-term physical and mental characteristics and basic quality structure of people acquired on the basis of innate physiology through environmental influence and education and training, including moral quality, intellectual quality, physical quality, aesthetic quality, labor skill quality and so on. On the meaning of quality education, the official explanation of the State Education Commission is: quality education is to improve the national quality for the purpose of education. It is based on the national educational policy stipulated in the "Education Law", focusing on the requirements of the long-term development of the educatees and society, with the fundamental purpose of facing all students and comprehensively improving the basic quality of students, focusing on the cultivation of the attitude and ability of the educatees, and promoting their vivid, lively and active development in moral, intellectual and physical aspects as the basic characteristics of education.

Compared with career education, quality education and career education have similarities and similarities in subject, objective, content, function and approach. First of all, career education

not only cultivates students' vocational skills and quality, but also attaches great importance to students' vocational and learning, admission and employment education, which is in the same direction as quality education. They have changed the simple cultivation of top students to improve the quality of all students; To change the emphasis from simple to all-round development of morality, intelligence, physical fitness, beauty and labor; The basic education one-sided service for college admission into social attention to the modernization of the service. Secondly, the overall quality of a person includes not only ideological and moral quality, basic cultural quality, technical and professional quality, but also entrepreneurial quality. A person with all-round quality should not only be a law-abiding qualified citizen, but also be the pioneer and creator of modern socialist construction. Therefore, cultivating students' entrepreneurial quality and vocational innovation ability should become an important part of quality education in schools. This career education enriches the connotation of quality education. Finally, quality-oriented education aims at promoting the active, harmonious and all-round development of all educatees. The full development of individual potential needs the unity of family education, social education, school education, enterprise education and many other aspects, which runs through the study career and career. Career education closely links education and career, combines individual potential with future career ideal, so as to maximize the realization of personal life value. Therefore, career education is an important means to effectively implement quality education. At the same time, quality education is the core of career education, which is concerned with the improvement of comprehensive quality of individual lifelong development. Based on the concept of combining career education with quality education, career education in basic education should follow the law of psychological and physiological development of children, and be carried out systematically.

Students in the lower grade of primary school should initially learn to take care of themselves, master the basic skills necessary for daily life, understand the basic life, occupation and social common sense, and form good learning habits. Students in the upper grades of primary school should have a comprehensive understanding of the general knowledge of "career and life", "career and society" and the situation of the actual work of adults. Basic understanding of the basic requirements of various occupational groups, the initial formation of social survival consciousness and occupational ideal. Junior high school students should master certain basic knowledge and skills required by social occupations in the future, form a correct concept of labor and outlook on life, and form career planning ability and choice ability according to their own personality to choose the future. Senior high school students struggle to fully understand the basic knowledge of social occupations and form relevant time experience. On the basis of mastering the basic professional and entrepreneurial knowledge and skills, we should form the ability and confidence to step into the society and develop ourselves, and establish the career ideal of serving the society and entrepreneurial consciousness.

4.3. The concept of all-round development

The implementation of career education is a process promoted by many joint efforts. Schools, teachers, students, parents, education authorities, social enterprises and research groups all play an important role.[7]

For the education authority, it should play its guiding role in career education. On the one hand, it is the key to implement career education to formulate policies and regulations. In foreign countries, all countries first pass legislation to ensure the implementation of career education. On the other hand, education authorities can establish a platform of community career education through the Internet. Through this network platform, all kinds of information can be timely released, all kinds of career education resources can be integrated.

For students, the object of career education is every student. Because career is a choice that every student will have to face, it plays a very important role in students' life. Therefore, career

education should pay attention to the concept of people-oriented, specifically, it is based on the development needs of students. Career education should be provided to students, so that they can pay attention to the career field, care about the role of the career, understand the relationship between the occupation division, occupation and life, occupation and society, occupation and life, gradually form the career consciousness, professional quality and entrepreneurial spirit, have the ability of career design and planning, and get ready for their smooth, happy, healthy and creative work. It is the concrete performance of student-oriented.

For the school, it is the main undertaker of career education activities. The responsibility of the school lies in the curriculum of career education. From the division of curriculum, can be divided into activity curriculum and subject curriculum. For subject courses, on the one hand, it is necessary to set up an extra subject or unit in addition to the traditional courses, so that students can conduct career exploration, career experience and career practice. On the other hand, career education should be integrated into the traditional curriculum, and it should be clearly expounded in the teaching objectives of subject courses. For activity courses, schools should carry out a variety of practical activities for students of all ages. In the atmosphere of collective activities, students should fully enjoy the happy experience brought by the professional atmosphere.

For teachers, it is urgent to accelerate the professional construction of career education teachers. One is to gradually establish a team of teachers with strong vocational guidance ability in the stage of basic education. The team of professional guidance teachers can be constructed from two aspects: one is to set up relevant majors in normal universities, or to strengthen career guidance courses in existing relevant majors (such as educational management, etc.). Second, we should provide career guidance training to some teachers in primary and secondary schools in a planned way. For example, each school can select one or two teachers to participate in the training, so as to launch its own vocational guidance education. But for teachers of other subjects, they should strengthen the consciousness of vocational guidance, infiltrate vocational guidance education in teaching of all subjects, and choose the combination of teaching content and vocational guidance to carry out career education for students on the basis of in-depth exploration of career education factors contained in textbooks.

For parents, the traditional concept of "dragon born dragon, phoenix born phoenix" should be changed. On the one hand, the occupation of the father and the mother in the family has a great influence on the child's future development direction and career orientation. Parents should set an example by answering their children's questions about their career in daily life, and at the same time create opportunities for their children to practice their work. On the other hand, parents should follow their children's nature and guide them to plan their own future according to their expressed interests and good communication results. In China's practical family education, parents should cultivate their children's independence and survival ability to prepare for their future.

For social enterprises, it is an important place for the practice of career education. Enterprises themselves need to constantly bring in employees who meet their requirements, so they also have a social responsibility to train students and cultivate a reserve army for an endless supply of human resources. In order to mobilize the enthusiasm of enterprises to participate in career education, on the one hand, it is necessary to incline from the policy, such as reducing the relevant part of the tax. On the other hand, the interaction between enterprises and schools produces a virtuous cycle. First, the corporate image has been expanded publicity; Second, students' practical work reduces the cost of going to the enterprise.

For scientific research groups, it is an important guarantee for the scientific conduct of career education. In fact, career education is still a very young theory, which needs to be summarized and refined in practice, and then applied.

5. Conclusion

The implementation of career education, at present, there are a lot of subjective wishes. But from the realistic condition, in today's score restricted student development, student's career development has a great chance factor. If career education really want to carry out, must break this kind of ivory tower education, in order to achieve good results. At present, career education, in primary and secondary schools, can only expand extracurricular quality and improve comprehensive skills under the arrangement of education system. From this point of view, the in-depth implementation of career education still has a long way to go.

References

- [1] Wang Wenjin & Yan Hong.(2010). American Secondary Vocational Group Courses under Career Technology Education. *Journal of Vocational and Technical Education in China* (25),71-75+88.
- [2] Lu Min.(2022). Study on Influencing Factors and Countermeasures of Vocational College Students' Career Planning. *Public Relations World* (23),125-127.
- [3] Dong Guanyi.(2023). Study on Career Education Strategy of "Education Chain" in Germany. *Comparative education research* (01), 84-92 + 112. Doi: 10.20013 / j.carol carroll nki operator 2023.01.09.
- [4] Shen Y. (2022). Investigation and Research on the effect of Rational family education. *Chinese in the journal of chifeng institute (philosophy and social science edition)* (11), 109-115. The doi: 10.13398 / j.carol carroll nki issn1673-2596.2022.11.011.
- [5] Mo Yuwan.. Preparing Students for the Future: Concepts and Practices in Global literacy education in Canada -- a case study of Ontario.Modern Educational management. doi:10.16697/j.1674-5485.2023.02.012.
- [6] Luo Z. (2023). Integration Strategy of Career planning education and high school Mathematics Teaching from the perspective of New Curriculum Standards. *Mathematics Learning and Research* (02),152-154.
- [7] Du Jia & Chen Shuli.(2023). The Value, problems and Countermeasures of "Family, School and Community" Collaborative education. *Journal of Dalian University* (01),125-130.