



A Study on Improvement of Career Guidance in Vocational Colleges

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Abstract. Vocational colleges are one of the important channels of talent cultivation for a country. To carry out career guidance education in vocational colleges is an important task to train high-skill and high-adaptability talents. However, at present, the teaching content in China's vocational colleges is over-theorized and lacks practical education. The teaching method is too simple, can not carry out the teaching activities targeted; The low professional degree of teaching teachers and the lack of corresponding training leads to the worrying employment situation and the low efficiency of social human resources allocation. This study adopts the perspective of Bloom's taxonomy of educational objectives to find and analyze the existing problems in China's higher vocational colleges, and put forward optimization plans.

Keywords: Vocational Colleges, Career Guidance, Bloom's Taxonomy of Educational Objectives

1 Introduction

1.1 Background

In recent years, all kinds of vocational colleges pay more and more attention to the development of professional knowledge and professional ability of students, but the employment pressure only rises, and the employment quality is difficult to step up to a higher level. Vocational colleges have been unable to promote students' high-quality employment only by attaching importance to professional knowledge and professional ability of vocational students. It is still necessary to think about how to optimize career guidance education in vocational education to help students achieve high-quality jobs. In 2021, the Ministry of Education of China clearly called for "strengthening career development education and career guidance" in the notice on doing a good job in the employment and entrepreneurship of graduates of ordinary colleges and universities in 2021. In Article 39 of Chapter IV of the newly revised Vocational Education Law of

the People's Republic of China in 2022, it is clearly proposed in the form of law that vocational colleges should take various forms to provide students with job search guidance, career planning and other services to enhance students' employability[1]. Career guidance in higher vocational colleges has become the focus of education work in vocational colleges from the level of policy and law, and has also become the basis for high-quality development of vocational education.

The imperfect career guidance goal of vocational colleges affects the employment quality of vocational students. In 2007, the Ministry of Education of China issued document No. 7 on the Teaching Requirements of the Career Development and Career Guidance Course for College Students, which proposed to set up the career development and career guidance course for college students in universities and colleges, and required three levels of knowledge, skills and attitude to achieve the goal. However, at present, with the development of information, market and industry, it is impossible to meet the employment needs of modern students only by offering career guidance courses. In reality, most vocational colleges only focus on the course of career guidance, and only pay attention to the form of classroom knowledge teaching to convey employment skills and establish employment attitudes, while other career guidance methods are mostly mere forms. The imperfection of vocational career guidance goals not only affects the realization of employment goals, but also reflects the specific employment guidance problems in vocational colleges through concrete performance. The design of career guidance content lags behind the current employment situation, the content is not comprehensive enough to meet the needs of students' lifelong career development, and neglects to cultivate students' innovative thinking spirit and problem-solving ability. The methods and methods of career guidance are too simple, and the degree of homogeneity is high, neither combining the characteristics of vocational education in the school nor starting from the characteristics and interests of vocational students.

1.2 Objectives

This study adopts Bloom's taxonomy of educational objectives, which is consistent with the three content dimensions required by contemporary students' career guidance, as the theoretical core. It mainly studies how to find the existing problems and causes of vocational career guidance through the perspective of Bloom's taxonomy of educational goals, thus puts forward some suggestions for the optimization of vocational career guidance based on the logic of Bloom's taxonomy of educational goals.

1.3 Bloom's Taxonomy of Educational Objectives

Taxonomy is a science that divides things into categories according to certain standards. Taxonomy has been widely used in various disciplines and fields. Bloom's taxonomy of educational goal is also based on taxonomy and combined with pedagogy[2]. Bloom's taxonomy of educational objectives took shape at an expert meeting in 1948, with the aim of classifying students' learning outcomes and helping schools communicate according to a unified standard of learning outcomes. Based on this, Bloom wrote

the Taxonomy of Educational Objectives, Part I, in 1956: The Cognitive Domain[3], Most current researchers default to Blum's Book 1: The Cognitive Domain in their specific use of the theory. Based on a comprehensive study of the current situation and problems of career guidance in vocational colleges, this study starts from three aspects of knowledge, skills and emotional values needed for all-round development of people, and uses the cognitive field, emotional field and skill field of Bloom's taxonomy of educational objectives as a perspective.

2 Literature Review

2.1 Research on Career Guidance Theory

In the theoretical basic research of career guidance, Zhu Jingshun (2015) mainly studied the Career EDGE employability model, and as the theoretical basis for the construction of employment guidance, he divided employability into two layers: the first layer is the five elements of professional knowledge, skills, emotional intelligence, career planning and experience. The second layer is mainly the reflection and evaluation of the employees themselves. It is believed that the first level of competence, such as professional knowledge and skills, is the basis of the reflection evaluation of second-level employees[4]. Zhang Yu (2023) mainly analyzed how to provide accurate career guidance for vocational students under the concept of OBE education, so as to solve the contradiction between supply and demand between graduates and social positions, and promote high-quality employment for vocational graduates[5]. Zhong Hailing (2023) took Huang Yanpei's vocational education thought as the starting point to explore how to use this idea to deepen vocational career guidance and innovation and entrepreneurship courses, so as to cultivate students' career feelings and positive and correct employment concepts. Huang Liyuan (2019) discussed the importance of socialist core values to career guidance in colleges and universities from the perspective of socialist core values theory, finds that the combination of career guidance and ideological education is insufficient, and proposed that career guidance should pay close attention to students' career value orientation and career ideological and moral education[6]. Wang Zhixian (2016) studied the employment of college graduates based on the theory of psychological capital, and helped them adapt to the employment environment and jobs by cultivating their self-efficacy, optimism, interest, psychological resilience and other abilities[7].

2.2 Research on Career Guidance Courses

In terms of career guidance courses, Yang Le (2017) first affirmed the significance of offering career guidance courses in vocational colleges; It is believed that vocational colleges offering career guidance courses can enable students to learn from both theory and practice, understand employment forms, improve employment literacy, enrich social experience, and choose suitable positions[8]. Sun Wanshu and Wei Yun (2022) also believe that in the context of the current vigorous development of the Internet, vocational colleges should firmly seize the opportunity for career guidance, timely ad-

just the focus of guidance, ensure the implementation of "mass entrepreneurship" education in vocational career guidance courses, and improve the educational application ability of Internet innovation and entrepreneurship[9]. Li Jibin (2019) explored some problems existing in the current employment courses. He believed that the teaching content of the current career guidance courses did not match the employment environment, did not connect with the requirements of the labor market, and students' enthusiasm in class was not high. He further proposed that the career guidance classes of vocational colleges should be student-oriented and should adopt experiential teaching mode[10]. Feng Lidian (2019) also proposed to give play to the role of experiential teaching mode referring to improving employment courses. She insisted advocating that task-driven teaching should be adopted in the classroom, relevant situations should be created, and tasks should be set for students to complete, so that students can acquire the ability to analyze and solve problems in the context[11].

2.3 Summary

The current research situation can provide theoretical support and value reference for this study, but there are still flaws: First, in the existing research on vocational career guidance, most scholars use management theories and vocational theories to study career guidance, and rarely involve education theories. Second, vocational career guidance research focuses on the career guidance education that students should take in different grades, but rarely involves the understanding of students' grasp after receiving career guidance and practical application in employment. Therefore, based on the contributions and regrets of existing relevant researches, this study adopts Bloom's taxonomy of educational objectives to obtain three dimensions of human development needs and the increasing level of mastery of each dimension as a theoretical perspective to comprehensively understand the current situation and problems of career guidance in vocational colleges in order to provide some reference for the future vocational career guidance related research.

3 Methodology

3.1 Literature Research

Based on the topics of "Higher vocational employment", "career guidance", "vocational career guidance" and "education goal classification theory", this study collected and sorted out the current research results in academic journals, dissertations, books, important conference papers, annuals, monographs, newspapers and other aspects on the platform of China National Knowledge Network, and sorted out, screened and analyzed the relevant contents. It provides theoretical basis and inspiration for further research.

3.2 Questionnaire Survey

On the basis of referring to the relevant questionnaires in China and abroad, this study divided the questionnaire dimensions according to the theoretical basis of its own research-taxonomy of education goals, compiled 28 questionnaire questions, and sent questionnaires to 335 graduates from C vocational college in Shandong Province in the past three years to understand the graduates' feelings and opinions on the employment knowledge, skills and emotions of the school's career guidance.

4 Attribution Analysis of Career Guidance in a Vocational College in Shandong Based on Bloom's Taxonomy of Educational Objectives

4.1 The Educational Concept of Career Guidance is Not Deep Enough

On the one hand, the educational concept of career guidance in C vocational college has not been deeply implemented. C vocational college advocates the career guidance concept of "whole-course guidance", which aims to provide guidance and education for students' employment within three years after enrollment. Compared with the previous career guidance concept, the concept of "whole-course guidance" focuses on the continuation of career guidance time, and the logical starting point is educational, which is consistent with the taxonomy characteristics of Bloom's educational objectives. However, in the actual survey, C vocational college still focuses on the career guidance course and carries out the career guidance work. However, the course "Career Development and Career Guidance for College Students" is only offered for two semesters, with a total of 38 class hours and an average of 20 class hours per semester. In terms of course arrangement, the public course of C vocational college lasts 45 minutes for every lesson. Generally, a large lesson is held once a week, with a total of two lessons. Therefore, students only take 9 lessons in a semester. The number of courses is slightly insufficient; It is a little difficult to realize the educational concept of "full guidance" by offering a total of two semesters with only 9 lessons per semester. In addition, C vocational college advocates that all secondary colleges actively offer employment-related elective courses, but in practice, elective courses are limited by many factors, such as the number of teachers, course time, school work arrangement, etc., so it is difficult to ensure the stability of offering, and elective courses are poorly advertised. Third, the opening time of career guidance activities or lectures and other diversified forms of C vocational college is mostly limited to the graduation season, and the students who can participate are preferentially students who are close to graduation. In other words, it is not easy for students who have not yet graduated to attend lectures and activities every summer. In the questionnaire, graduates also expect their schools to increase career guidance activities or lectures.

4.2 The Degree of Systematization of Career Guidance is Not High

At present, the degree of systematization of career guidance in C vocational college is not high, which is mainly reflected in three aspects: first, the career guidance department is not systematic enough; Second, the degree of systematization of professional career guidance teachers is weak; Third, there is a lack of systematic connection between the development of college career guidance and the career guidance of secondary colleges. In terms of the career guidance department, C vocational college carries out the career guidance work mainly in the career guidance center, which belongs to the Enrollment and Employment Department. The original name of the organization was the Employment Office, but later it was renamed as the Career Guidance Center due to the requirements of the superior. The actual personnel are the same as the original personnel of the enrollment and Employment Department. Career center staff are also responsible for the admissions office more often than not. The career guidance department is not independent in essence, nor has it formed its own system, and the organization is incomplete. It is more difficult for the department to provide students with career guidance education systematically.

4.3 Job Feedback in Career Guidance is Not Sufficient

Firstly, the career guidance feedback is not in time. The stable survey time of the employment feedback of C vocational college is basically during the internship period, and the survey frequency is once a year.

Secondly, the career guidance feedback work only shows the one-way communication. The career guidance feedback service of the college is only for the students who are about to graduate from the school, and it is difficult to provide help for the students who have not achieved employment or are confused about employment after graduation.

Finally, the feedback results of have not been effectively used, which mainly shows that the dynamic improvement cycle structure of feedback results has not been formed. In the actual operation of C vocational college, the feedback work is in progress, but due to the simple content of the preliminary investigation, the survey results are macroscopic, the opinions obtained from the analysis are not specific and targeted, and the survey results are of little value. The optimization direction of the career guidance work transmitted to the relevant departments of the college is not clear. In addition, the career guidance center is not independent and the affairs are complicated. The career guidance is implemented step by step, and the opinions of graduates are ignored and difficult to respond.

5 Conclusions

5.1 Deepen the Career Guidance Concept of Vocational Colleges and Optimize the Employment Culture Atmosphere

In Bloom's emotional field, the levels of emotional acquisition and transformation are divided into five levels: "acceptance", "reaction", "evaluation", "organization" and "individuation". The five levels are not only the different divisions of the acquisition level of emotional field, but also the gradual transformation process of emotional value concepts from "acceptance" to "individuation". In other words, only when there is an environmental atmosphere composed of cultural values can it be possible for individuals to accept and react values and organize ideas from this environment, and finally internalize them into individual personalities. The correct guidance and rapid integration of vocational colleges' career values should be started from two aspects: expanding the cultural atmosphere of career emotional values and solving the conflict of students' values. Vocational colleges aim to train technical talents in line with social needs, which should be both the social needs of students when they graduate and the needs after social changes. Incorporating changes into the "whole-process" employment guidance concept is in line with the logic of deep learning. It is also necessary for vocational colleges to expand from the concept of "whole-process" to the new career guidance concept of "lifelong learning and career development". At the same time, the linkage relationship between campus, curriculum and family should be established to build a job-oriented cultural atmosphere.

5.2 Improve the Systematic Construction of Vocational College Career Guidance

Bloom's taxonomy of educational objectives divides all the contents that students should master in their development into knowledge fields, skill fields and emotional fields according to different types. It not only takes the emphasis of different learning contents in the three fields as the classification basis, but also defines the three aspects that students should master and teachers should teach through the classification types, so as to solve the problem of unbalanced development of students due to unclear classification in the past. There are problems such as only emphasizing knowledge and ignoring skill, and only emphasizing skill and ignoring knowledge. It is also an integrated way of thinking to ensure that students receive a balanced education in all three aspects.

Optimize Vocational College Career Guidance System with Integrate Thinking.

To implement the systematization of vocational career guidance, first, we need to clarify the central position of the career guidance department in the vocational career guidance work and improve the departmental mechanism. The second is to divide job responsibilities and content of the career guidance department, taking career guidance work as a special work of the department, and clearly dividing the work content of the

department personnel. Last but not least, vocational colleges themselves need to improve the systematic connection of career guidance work, and form a system with direct information, direct policy, accurate guidance and service, and rapid feedback.

Strengthen the Ranks of Vocational College Career Guidance Teachers with Classification Thinking.

Teachers should strengthen their teaching ability according to the target level of knowledge and skills, and make efforts for students to acquire higher levels of employment knowledge and skills. Career guidance teachers also need to update teaching methods, increase the demonstration of relevant skills, and make up for the lack of "imitation" level, increase the proportion of students' actual experience in the operation of employment skills, consolidate the foundation of "operation" level, and timely give opinions and feedbacks on the problems and shortcomings of students' actual operation process, ensuring the "accuracy" of students' employment skills operation.

5.3 Enhance the Dynamic Nature of Career Guidance Feedback in Vocational Colleges

In terms of feedback process, vocational colleges need to optimize the efficiency of career guidance feedback. First, vocational colleges should clarify the importance of career guidance feedback, increase the importance of various departments, understand the value and significance of career guidance feedback for the improvement of vocational career guidance from the ideological perspective, and strengthen the ideological close relationship between various departments. Second, vocational colleges should also build an efficient feedback process for career guidance in, designing a feedback mechanism, and a top-down communication process from inside and outside the college to improve feedback efficiency.

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