



Study on the Articulation of Students' Career View Education

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Abstract. Nowadays, the problem of students' career view education has been widely concerned, but there are still problems such as students' vague cognition of occupation and lack of education courses for students' employment in schools. This paper analyzes the formation and current situation of Chinese students' career views, explores the importance of the connection of career view education, and finds out the problems existing in the current construction of students' career views and the deficiencies of students' career view education system. This paper argues that students have a vague understanding of careers, which affects their choice of major and employment. In addition, the current social-occupational biases can also have an impact on students' employment development. Finally, this paper argues that the career guidance of schools still needs to be improved. Based on this, this paper argues that schools should pay attention to establishing a complete and systematic employment concept education system to help students correctly understand majors and plan employment. At the same time, it is necessary to pay attention to the innovative development of curriculum and teaching methods.

Keywords: Career View, Education Strategy, College Students.

1 Introduction

In the 21st century, with the rapid development of the economy and the diversification of career fields, career choice and career planning have become important issues for students. The number of new college graduates in China in 2023 was 11.58 million, an increase of 820,000 more than in 2022 ^[1]. China's higher education moves from the popularization stage to the popularization stage, and the number of college graduates is increasing year by year. The popularization of higher education not only provides a talent guarantee for the development and construction of China but also puts forward a severe test to solving the employment problem of college students. The unemployment rate for workers aged 16 to 24, not including school students, is 15.3 percent. It is worth noting that, on the one hand, millions of college students across the country stand in the tuyere of career choice, on the other hand, no one has millions of professional jobs in the country.

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Y. Li et al. (eds.), *Proceedings of the 2024 3rd International Conference on Science Education and Art Appreciation (SEAA 2024)*, Advances in Social Science, Education and Humanities Research 866, https://doi.org/10.2991/978-2-38476-291-0_45

Career view shows one's attitude, view, and value judgment towards a career, and is an important factor affecting personal career choice, development, and even happiness. For students, a correct career view can help them better plan for the future and improve their career adaptability and competitiveness. However, there are many problems in the construction of students' career views, which involve many aspects, including the ambiguity of students' cognition of occupation, social bias towards occupation, and the lack of school employment education courses. This leads to students' restrictions and confusion about their future employment, which affects their career development and satisfaction. At the same time, students lack a clear understanding of the job market and career development.

To solve these problems, the cohesion of career view education is particularly important. The cohesion of vocational view education refers to the mutual connection and coordination of various links in school education, employment guidance, and career development. By strengthening the cohesion of career view education, students can be provided with a coherent and comprehensive career cognition and planning process, to help them establish a correct career view and improve their career adaptability and competitiveness.

This study aims to explore the formation process and influencing factors of students' career views, the current situation analysis of students' career views, and how to promote the correct construction of students' career views through educational reform and policymaking. Through in-depth research and empirical analysis, this study hopes to provide helpful guidance and suggestions for schools, families, and society to help students establish correct career views and better adapt to future career challenges.

2 The Connotation and Formation of Career View

2.1 The Formation and Function of Career View

Professional values have been an emerging research hotspot in the West for the past 20 years, also known as work values. Simply put, they are the subject's understanding of the significance of work, with means and purpose^[2]. It is a career choice attitude and behavior with a clear purpose, consciousness, and firmness, and plays a decisive role in a person's career goals and motivation^[3]. Career view reflects the individual's attitude, view, and value judgment towards the career, and is an important factor affecting the individual's career choice, development, and even happiness. It is gradually formed in the personal growth and social-cultural environment. Family education, school education, social culture, personal interest and ability, economic conditions, social practice, media and network, policies and systems are all important factors affecting the formation of youth's vocational view.

The education and construction of career view can help students to understand themselves, improve students' professional quality, enhance students' competitiveness in employment, promote students' all-round development, realize the connection between education and employment, and promote social harmony and stability.

Career education can help students understand their interests, strengths, values, and career tendencies, Provide a basis for them to choose the appropriate career path;

Cultivate students to have good professional ethics, professional attitude, and professional behavior habits, Improve their professional quality; Provide students with job-hunting skills, career planning and employment guidance, Enhance their competitiveness in employment; Focus on students' personality development and lifelong learning, Guide students to establish correct professional values, Promote the all-round development of students; To help students better understand the job market and industry dynamics, Help them make the transition from school to work; Guide students to establish correct professional concepts, Reduce occupational discrimination and prejudice, To promote social harmony and stability.

2.2 Influencing Factors for the Formation of Career View

The cohesive function and importance of vocational view education cannot be ignored. Schools and society should work together to strengthen vocational concept education, provide students with more comprehensive and systematic career guidance and support, and help them achieve success in their careers.

The family environment is the first environment that students are exposed to in their growth, which constantly influences the development of students' personalities and values subtly. Especially in terms of employment values, the integration of inherited family education has a profound impact on graduates' choice of employment^[4]. School education not only imparts knowledge, but also guides students to understand and choose different occupations through curriculum setting, education and career planning education. Socioculturally, different societies and cultures encourage or bias different occupations, which will affect the individual's choice and view of the occupation. At the same time, personal interests, talents and abilities are also important factors in the formation of a career view. Not only that, people tend to choose the career that they are interested in and can do well, so the orientation of personal interests and abilities is also very important. Economic factors such as the level of economic development, industry prospects and income status can also affect the personal career view. Through social practice activities such as internships, part-time jobs and volunteer service, students have a more intuitive understanding of their career, which is conducive to the formation of their career concept. In modern society, the media and the Internet, as important channels of information dissemination, also play a significant role in the formation of career views. National policies on vocational education, employment policies and relevant laws and regulations will affect individuals' career views. In China, the socialist core values and the socialist career concept with Chinese characteristics play an important guiding role in individuals' career choices and development.

3 Problems and Causes Arising from the Current Students' Career View

3.1 Vague Students' Career Perceptions

According to the investigation and analysis of the present situation of college students' career planning, 1769 college students of professional cognitive status, college students of professional cognition, college students' degree of self-awareness and understanding degree of career planning is investigated, it is not hard to see that college students of professional cognition, professional cognition, self-awareness and career planning cognitive fuzzy.

Professional Cognition. In terms of professional cognition, this paper puts forward questions and investigations based on the choice of major, the degree of understanding and love of the major, and the interest and ability of the major when choosing the major. It is found that less than half of the students have a clear understanding of their major and combine it with their interests and abilities. As shown in Fig 1, only 4% know their major very well, and most of the students know or know nothing about it.

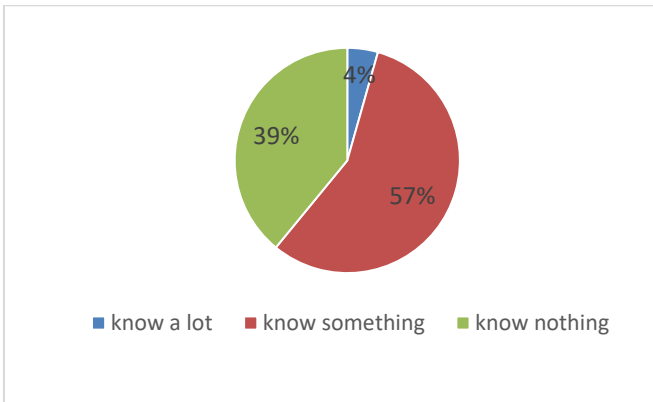


Fig. 1. The degree to which the student understands the major (Original).

Career Cognition. Fig 2 and Fig 3 show that in terms of career cognition, the survey on students' attention to the occupation and their understanding of the career requirements shows that most students only stay in the stage of career development and demand, and only a few people have an in-depth understanding.

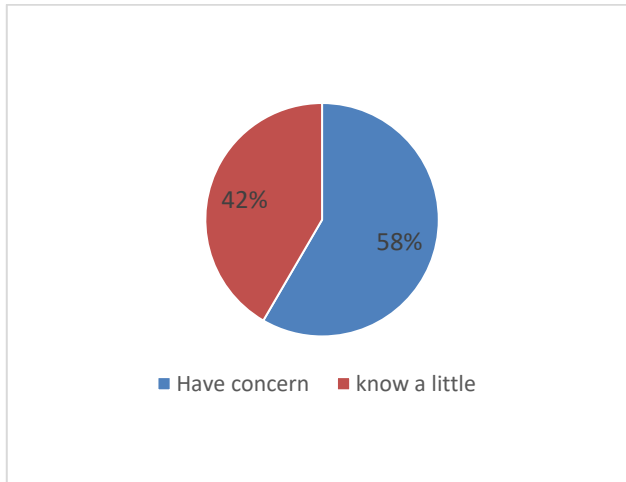


Fig. 2. Degree of professional concern (Original).

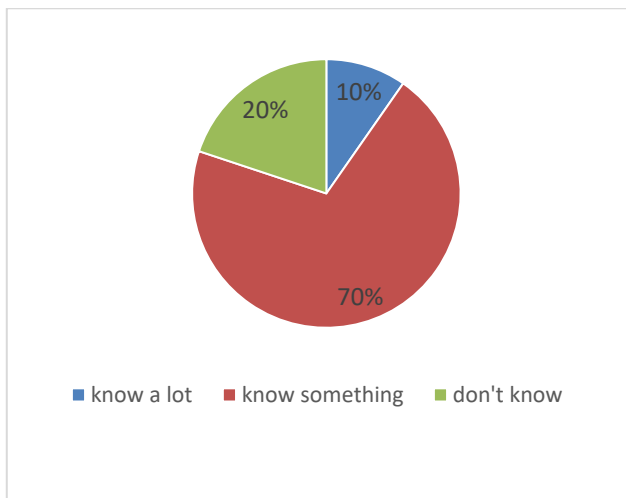


Fig. 3. Knowledge of job requirements (Original).

Self-Cognition. As shown in Fig 4, in terms of self-cognition, most people have an understanding of their learning goals and personal personality characteristics but lack a clear understanding and clear direction, and for completely vague students ^[5].

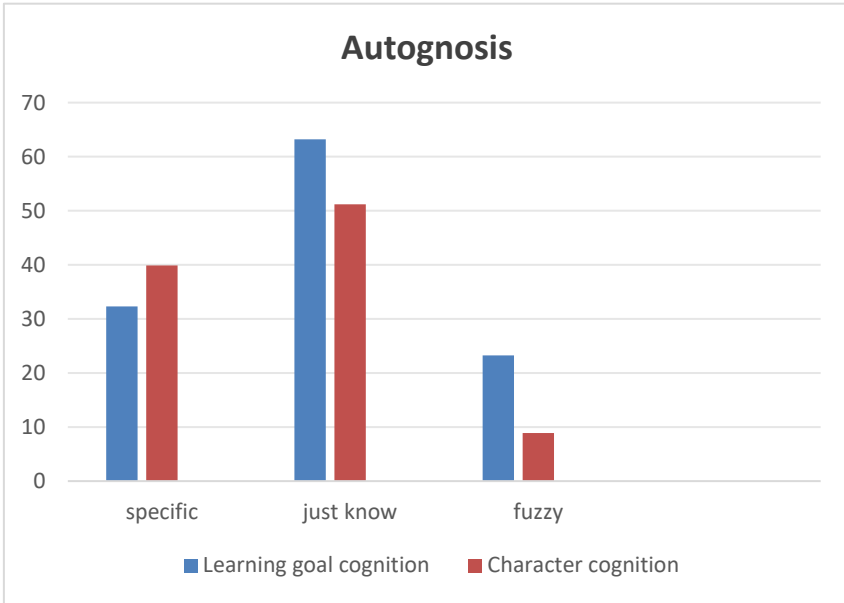


Fig. 4. Self-perception test results for college students.

Analysis of students' cognitive problems. Before choosing the major, the knowledge base of the basic subject, learning content, ability requirements and development direction of the major are blurred. Before personal cognition, lack of clarity of personal interests, abilities, and goal ideals. Before career selection, I have a vague cognition of job demand, job content and market situation. Due to lack of information, lack of experience, social cognitive bias, lack of self-cognition, exam-oriented education, lack of education system, and other factors, leading to the lack of target direction, confusion in career choice, a cluster of popular majors, lack of internship experience, difficult employment and other factors.

Students do not know their interests, nor the specific work content, requirements and career development paths of different professions. When applying for the college entrance examination, students often choose popular majors, such as finance and computer science, even if they are not interested in these majors, just because they have heard that these majors have good employment prospects. When facing career choices, students may show great confusion, do not know what they are suitable for, and have no clear plan for their future career development [6].

Due to the lack of target direction and internship experience, it is difficult for students to understand the connection between theoretical knowledge and practical work, which will make it difficult for them to adapt to working life after graduation.

3.2 Social Career Bias and Value Orientation

Social bias against profession refers to the unfairness, stereotype and discrimination of social views and evaluation of different professions. These biases may be based on

factors such as occupational gender orientation, social status, income level, work environment, and cultural perception.

Certain professions are considered more suitable for men or women, such as nursing and preschool education are generally considered suitable for women, while the engineering and technology industries are considered suitable for men. This gender stereotype limits the freedom of men and women in career choice and development; some people classify their values as "noble" or "low", for example, doctors, lawyers and teachers usually enjoy high social status, while low-income jobs such as cleaners and delivery men may be degraded. This bias leads to discrimination and unfair treatment against certain occupational groups; Meanwhile, society often envies or envies of high-income occupations and lacks respect for low-income occupations. This bias may lead to discrimination and neglect of low-income professionals; viewed negatively by society for poor or dangerous work conditions, such as miners, fire-fighters and military personnel. This bias may hinder recognition and respect for these professions; many professions are biased, such as their cultural or social concepts. This social bias may directly limit the development of these professions and the social recognition of practitioners but also lead to the formation of wrong career views among students.

3.3 Lack of Employment Education Courses in Schools

The lack of school employment education curriculum refers to the inadequacy or insufficient guidance and support of relevant courses and activities for students' employment in the school education system. This lack may lead to a lack of career planning, job market understanding, job hunting skills, and career development knowledge.

There is no career planning guidance available. Schools may not provide adequate career planning guidance to help students understand their interests, abilities, and career goals and how to combine these factors with the job market ^[7].

Lack of job market information. Students may lack a deep understanding of the current job market, including industry trends, career needs, and salary levels, which can affect their employment decisions and career planning.

Lack of job-hunting skills training. In school, students may not be trained in enough job-hunting skills, such as resume writing, interview skills, and cover letter writing, which are crucial to a successful job finding.

Insufficient opportunities for professional experience. Schools may not offer adequate opportunities such as internships, volunteering, or part-time jobs, the experiences that are important for students to understand the career environment, accumulate work experience, and build career networks.

Lack of knowledge of career development. Students may lack knowledge about career development, including career advancement, career conversion, lifelong learning, and so on, which is critical to their long-term career success.

4 Suggestions

Career education originated in the West. At the end of the 19th century and the beginning of the 20th century, Parsons' "trait-factor theory" proposed to make precise career matching after understanding the career and knowing himself, marking the establishment of career guidance theory [8]. Based on this, based on the research on the formation of students' career views and the current situation, the following suggestions are put forward from the three dimensions of the training system, teaching methods, and teaching content:

In terms of the training system, people should establish a whole-process education perspective, strengthen the cooperation between enterprises and schools, and promote the update of curriculum content. The establishment of the whole-process education perspective is divided into two parts: in terms of stage planning, from primary school to university, each stage has the corresponding career view education goal and content, forming a progressive education system. On the other hand, the later follow-up feedback is carried out to establish a tracking mechanism for students' career development to ensure the continuity and durability of the educational effect [9]. To strengthen the cooperation between enterprises and schools, schools can establish cooperative relations with enterprises from the school-enterprise cooperation, jointly develop courses, and provide internship and employment opportunities. At the same time, enhance the participation of the industry, and invite industry experts to participate in the course design, to ensure that the teaching content is synchronized with the industry needs. At the same time, the school also further promotes the curriculum content update. Real-time updates, according to the industry development trend, regularly update the course content, to ensure the timeliness of teaching. Conduct case teaching and use the latest industry cases to let students understand industry trends and career development.

In terms of teaching methods, professional quality education is integrated to encourage diversified talents. In the process of integrating professional literacy education, practical teaching is carried out, and students can learn and experience professional quality in practice by simulating the workplace environment. Project-oriented, through team projects, cultivate students' teamwork, communication, and problem-solving skills. Encourage diversified talents, cultivate their interests, encourage students to develop their interests, and provide diversified learning paths [10]. Skills training, provides a variety of skills training, such as public speaking, and interpersonal communication, to help students develop in an all-round way.

In terms of teaching content, schools should provide more vocational information, strengthen policy support, cultivate students' international vision, cultivate the concept of lifelong learning, and strengthen psychological counseling and support. Provide information and help including market analysis and career guidance. Provide job market analysis to help students understand which career areas have development potential. Provide career information consulting services to help students make more informed career choices. Through policy publicity and policy research, students should publicize employment policy and support measures, help them understand and use these resources, carry out career policy research, and provide suggestions for

policy making. In terms of international exchange, students are encouraged to participate in international exchange programs to broaden their horizons and understand the international workplace culture. In the cultivation of foreign language ability, it is necessary to strengthen foreign language teaching, especially professional foreign language, to lay a foundation for students' international career development and thus improve students' international vision ^[11]. From the study habits, cultivate students' independent learning habits, to lay a foundation for lifelong learning. Through continuing education, schools can provide students with opportunities and guidance for continuing education, and encourage students to continue to study and improve after graduation, to practice students' lifelong learning. Strengthen psychological counseling and support, so that students can better conduct stress management, and teach students how to manage the stress and challenges in the process of career development. Provide career planning counseling services to help students solve the psychological barriers in their career development.

Through these specific contents and methods, a more comprehensive system of career view education can be constructed, which can not only help students master the knowledge and skills of career planning, but also cultivate their comprehensive quality to adapt to future workplace development.

5 Conclusion

In general, This paper studies the formation of students' career views, Analyzes the current status of students' career development, Found the problems in the formation process of students' career views. Based on this, this article proposes the following suggestions from the perspectives of students, schools, governments, and society. This paper proposes to incorporate career planning into the education system and establish a whole-process education perspective. At the same time, by establishing and strengthening the cooperation between enterprises and schools, we will promote the updating of curriculum content, integrate professional quality education, and encourage diversified success. In addition, schools should pay attention to providing career information, strengthening policy support, developing students' international vision, and cultivating students' lifelong learning concept. At the same time, schools should pay attention to strengthening psychological counseling work. These recommendations can support the systematic development of students' professional outlook and improve their employability.

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