

Research on the Difficulties and Countermeasures of Social Work Professional Education in Colleges and Universities in China

Lixia Liang^{1,a}, Huanning Yan^{2,b}

¹School Of Political Science And Law University Of Jinan, Shandong 250022, China;

²School Of Political Science And Law University Of Jinan, Shandong 250022, China;

^allxia76@163.com, ^b1170107233@qq.com

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Abstract. Social work education is an institutionalized professional education activity carried out by social work colleges and universities. It is also an institutionalized education and training program for cultivating social work professionals. At present, the development of social work professional education in China is mainly faced with the following dilemmas, including low professional identity, unclear talent training objectives, thin teaching resources, and low employment rate. This requires us to further analyze the reasons and explore the good strategies for the development of social work professional education.

1. Introduction

With the acceleration of social changes and the continuous development of society, new social problems and social contradictions continue to emerge, such as employment issues, environmental issues, pension issues, housing issues, etc., all of which are closely related to our daily lives. The handling of these problems not only affects the quality of our lives, but also affects the stability of society. In order to better solve social problems, alleviate social contradictions, and build a team of social work talents with reasonable structure and high quality, it will play an important role in building a harmonious socialist society.

“Social work professional education is an institutional setting for cultivating social work professionals.”^[1] At this stage, cultivating high-quality social work professionals is an unshirkable responsibility of college social work professional education. It can be seen that colleges and universities have become an important base for the cultivation of Chinese social work talents. However, what is the current status of training social work talents in these universities? What is the problem? What should we do? This is worth studying and thinking.

2. The Dilemma of the Development of Social Work Professional Education in Colleges and Universities in China

2.1 Low professional identity

Professional identity is the foundation of the development of social work profession. A good professional identity can guarantee a good and orderly development of a profession. At present, the sense of identity of China's social work profession is low, mainly reflected in the dilemma of enrollment.

As far as the university personnel training program is concerned, the first problem is the enrollment problem, which is the first step in talent training. The high rate of professional enrollment adjustment is a problem that has existed since the establishment of the social work profession. Because social work professional education precedes professional development, there is often a problem of low social recognition in the development of social work. The public and employers do not understand the social work profession, and even the students who are new to social work majors lack recognition of the profession. In the survey, the author found that up to 80% of the students who did not understand the social work profession before applying for the exam, and only 15% of the students who volunteered for social work, it is obvious that the social

identity of the social work profession in China is low, and the professional authority has not been established. The fact of our country can be further confirmed by the author's investigation.

2.2 Unclear talent training goals

The talent training program of colleges and universities is the premise of implementing professional education, and it is also the main basis for realizing the goal of talent training. At present, the goal of talent training in China's social work profession is mainly based on general education, which enables people who have received professional education in social work to undertake a variety of tasks to meet a variety of social needs. At the same time, it not only enables students to use a broader perspective and more methods and techniques to deal with social welfare issues, but also allows them to adapt to other areas of work, allowing students to have a wider employment.^[2,3]

However, with the acceleration of the development of China's economic situation, the social division of labor has been further refined, social contradictions and social problems have gradually increased, the importance of social work profession has been increasingly valued by the government, and professionalism and specialization have been put on the agenda. This puts forward higher requirements for the social work professional education in colleges and universities, that is, the social work majors are required to have the ability to localize the social work theory and methods, sum up the localized experience in practice, and construct a localized social work profession. The power of the knowledge system. In this situation, the lack of general education has begun to emerge. General education is a cultivation of professional knowledge and methods for students. It emphasizes the breadth of professional theories and professional methods. However, there are major defects in the depth of special fields, which easily lead to the lack of core competitiveness of students. It is not easy to find. Positioning in your own professional field, even if you can work in the same job, you need to go through a long period of adaptation in your job. You need to learn more in order to gain a deeper grasp of the expertise in a certain field to adapt to the needs of the work. To some extent, This is a waste of time. Therefore, this requires universities to develop clear talent training programs to improve students' professionalism.

2.3 Weak teaching resources

In addition to the daily teaching operation, the implementation of social work professional education must also have corresponding teaching resources to support it. At present, the teaching resources that restrict the development of social work professional education in colleges and universities are mainly due to the lack of hardware facilities such as laboratories and training base institutions, and the unreasonable distribution of software resources such as teachers.

In terms of hardware facilities, the computer room and laboratory are the most basic teaching aids for the highly practical disciplines of social work, and are essential teaching resources. However, some colleges and universities social work professions are not equipped with relevant training rooms, and, due to school management issues, even with the social work profession of laboratories, the use rate of their laboratories is relatively low. At the same time, many colleges have fewer internships and cannot provide students with good internship positions.

In terms of software resources, the number of teachers with professional background is insufficient. The author has learned that although the number of teachers and academic qualifications of some colleges and universities have improved, from the professional background, most of the teachers are transferred to other disciplines such as sociology, history, psychology, folklore, and history. There are fewer teachers with a background in social work.

2.4 Low counterpart employment rate

The ultimate goal of social work professional education is to export high-quality social work talents to the society to better solve social problems. However, although China's social work profession has been developed for many years, professional talents are still a big gap, mainly reflected in the lack of employment, the emergence of talents, and the waste of professional talent resources. As far as the author understands, most of the graduates of social work majors in the university show non-competitive employment, and about one-fifth of the work related to social work is relatively

low. It can be seen that the proportion of graduates of social work majors engaged in professional-related work is very low, which has a non-negligible role in social recognition, economy, and self-development.

3. Countermeasures for the Development of Social Work Professional Education in Chinese Colleges and Universities

3.1 Increase publicity and improve professional identity

The flourishing development of any profession is inseparable from the recognition and acceptance of society, as well as the social work profession. Social work is an emerging profession and profession. To gain space for development, it is necessary to integrate various social resources, increase publicity, and improve the recognition and recognition of social work in all walks of life. For the development of social work, the available social resources mainly include relevant government departments, enterprises and institutions, social organizations, foundations, and the general public. They should publicize from various resource levels, expand the visibility of social work, and thus improve social work. Professional recognition.

3.2 Formulate a clear talent training program

At present, the talent training programs of more colleges and universities are more vague, and there is a phenomenon of imbalance between theoretical teaching and practical teaching. In order to change this situation, it is necessary to optimize the curriculum. Colleges and universities should increase the proportion of practical teaching in the curriculum of social work majors, including case practice, course internship, visit training, graduation internship, etc., and do the same for both theoretical teaching and practical teaching, and cultivate high-quality core for the society. Competitive social work talents. Of course, the emphasis here is not to extend the time of practical teaching to the same time as theoretical teaching, but to give equal emphasis to practical teaching and theoretical teaching.

3.3 Integrate resources and increase investment in teaching resources

The local teaching resources are an important guarantee for professional teaching, including software resources and hardware facilities. Reasonable use of these will promote the teaching work. Colleges and universities should increase investment in hardware facilities, build specialized laboratories, expand link internship bases, and rationally use hardware resources such as laboratories and internship bases to improve the use of related hardware facilities; at the same time, university teachers strengthen Self-learning, understanding the relevant knowledge of social work profession, colleges and universities actively introduce teachers with professional background to better carry out professional education.

3.4 Broaden employment channels and change students' career choices

The students of social work majors in colleges and universities have difficulties in professional counterpart employment, which is mainly reflected in the fact that the development of social work is slow, and the number of jobs suitable for professional social workers is less. The graduates who are lower in social work-related occupational salary are not willing to engage in social work. etc. In response to the dilemma of fewer social work jobs, government departments should actively guide the development of social work professions, and vigorously support communities, social work organizations, public welfare institutions and other units and organizations to expand the way of social work and employment. However, in view of the predicament of graduates who are unwilling to engage in social work, they should mainly change the concept of students' career choices. They should not aim at the "iron rice bowl" or "public units."

4. Summary

At present, the development of social work professional education in China has the following

dilemmas, including low professional identity, low first-time candidates' examination rate; college students' training objectives are not clear, students' core competitiveness is poor; teaching resources are thin, and hardware facilities are backward. The utilization rate is low, the number of teachers with professional background is small, and the graduate employment rate is low. In order to better solve the above problems, the author puts forward suggestions from the following points: increase publicity, improve professional recognition and recognition; formulate clear talent training programs, train students with high quality and high core competitiveness; increase teaching resources Invest, add laboratory and other hardware resources, improve the use rate of related facilities, actively introduce teachers with professional background, and continue to learn and improve their own capabilities; broaden employment channels, change students' career choices, encourage students to engage in professional counterparts, etc.

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