

Exploration on “School to Work” Career Planning of Vocational College Students from the Perspective of “Work-Integrated Learning”

Zhang Qingyue^{1,*} Liu Yan²

¹ Chongqing Real Estate College, Chongqing 400030, P.R. China

² Nanchang Vocational College, Nanchang, Jiangxi 330500, P.R. China

*Corresponding author: Zhang Qingyue, Email: dina1033@sina.com

ABSTRACT

With socialism with Chinese characteristics entering a new era, China's education has been developing vigorously. The development of modern vocational education is a realistic need to improve the quality of human resources, stabilize and expand employment, and an important measure to promote high-quality development and build China into a modern country. This paper focuses on discussing the necessity of "work-integrated learning" combining with "school to work" career planning of vocational college students, and actively explores how to reveal vocational college students' career planning construction with "school to work" characteristics and its internal rules of development from the focus of the current national vocational education reform and under the background of "work-integrated learning" cultivation mode in vocational colleges.

Keywords: *work-integrated learning, vocational education, "school to work" transition, ego-identity*

1. The necessity of "work-integrated learning" in vocational education in the new era

With socialism with Chinese characteristics entering a new era, China's education has been developing vigorously, and the development of modern vocational education is a realistic requirement to improve the quality of human resources, stabilize and expand employment, and an important measure to promote high-quality development and build China into a modern country. The reform of vocational education in the new era is an important component of the comprehensive deepening reform of the socialist system with Chinese characteristics, which aims to provide better human and human resources guarantee for creating a new cultivation pattern of industry-education integration of China infrastructure, China manufacturing, China services and for improving sustained and healthy economic and social development. "Opinions of the general office of the state council on deepening the integration of industry and education (guo ban fa [2017] no. 95)" proposes deepening the integration of industry and education, promoting the linkage between the education chain, the talent chain, the industrial chain and the innovation chain, which is the urgent demand for supply-side structural reform of human resources and has great significance to comprehensively improve the quality of education, expand employment and entrepreneurship, promote economic transformation and upgrading, and foster new drivers of economic development.

As early as 2006, China's ministry of education (teaching

high [2006] no. 16) file pointed out "to actively promote mode of learning combining productive labor with social practice, put "the work-integrated learning" as an important entry point of the higher vocational education personnel training mode, promote the professional adjustment and construction, guide the curriculum provision, teaching content and teaching method reform." According to the file spirit of the Ministry of Education, the status of "work-integrated learning" teaching mode gradually rises. Through concrete practice of the mode for more than 10 years, the higher vocational education in China, as an important part of higher education, strives to build a new cultivation pattern of industry-education integration of China infrastructure, China manufacturing, China services, and shoulders the special mission of training new manufacturing and creative youth in the new historical period.

Jaspers mentioned in his "the idea of the university" that "there are three things that universities must do: vocational training, the cultivation of the whole man, and scientific research. Therefore, the cultivation of specialized talents in universities lies in the cultivation of students' sound personality and ability to adapt to the society. The key to the reform of contemporary vocational education, which is different from the traditional vocational education model, is to pay more attention to the development of students' adaptability, autonomy and self-awareness (kuang ying, shi weiping, 2018). Jiang hanrong (2016) pointed out that recultivating "craftsman spirit" and cultivating "master craftsman" have become the strong spiritual support from "China manufacturing" to "China manufacturing with

wisdom" and from "China manufacturing with quality" to "China creating" as well as the support for the realization of the dream of "manufacturing power". It has also become another brand new task facing China's vocational education. This lays a foundation for the establishment and improvement of the talent training system of modern apprenticeship from the perspective of "work-integrated learning", and the realization of diversified vocational education, personalized practice teaching and professional behavior specialization (Liang Yemei, 2018).

Foreign empirical studies on work-integrated learning have also found that the "work-integrated learning" model is conducive to students' communication with on-the-job staff during school, understanding career trends and ability demands in work, and also has a positive impact for making good work preparation (Fleming, J. & Prett J., 2019). In 2010 "the national medium and long-term education reform and development compendium (2010-2020)" was officially released in full, and pointed out in article 14 "to promote the teaching reform of education, implement "work-integrated learning", university-enterprise cooperation, and create training mode of post internship with the quality as the focus, service for the purpose, employment as the guidance". The research of Jian-rong Li, Run-xian Yang and Bing Wang (2019) discusses "work-integrated learning" mode can change traditional education concept, strengthen the construction of teaching team, promote the profound school-enterprise cooperation, innovate teaching evaluation model, and realize students "soft skills" training, which is helpful to improve students' professional core competitiveness and the talent training path of school-enterprise combination from the perspective of personalized education.

In short, "work-integrated learning" mode means combining what students have learned in class with practical work in the future, applying what they have learned into practice and making good use of it, introducing knowledge they did not have to the class with certain vocational training, which helps students to achieve some work experience, to lay a good foundation for their future career, and to realize effective transformation for them from school to work.

2. VOCATIONAL STUDENTS CAREER PLANNING BASED ON THE "SCHOOL TO WORK" TRANSITION

In the past, studies on college students' career planning usually focus on employment orientation or students' specific career perspective, so the curriculum of college students' career planning in China is also relatively limited to "career planning". However, from the perspective of Erikson's theory of ego-identity, this paper focuses on the core tasks of individual career development, probes into the important role of self-identity in career planning, especially explores the continuity and consistency of individual self-nature, belief and lifelong pursuit, and has its objective psychological reality.

The key field of identity development of higher

vocational students in "school to work" transition period focuses on the possible connection and development between individual experience and future. At this stage, when students treat and consider the core development tasks in self-awareness and career planning, they always point to "school to work" transition tasks related to current academic development and future career planning needs. From the perspective of the necessity of objective existence and the necessity of development demand, it is of theoretical and practical value to discuss the formation and development of college ego-identity in vocational college students' career planning.

In addition, from the perspective of students' individual career development and ego-identity construction, the college stage is the students' turning point from school to work, the main field of their lives really from home to school. With their independent consciousness more prominent, the students will embrace more social activities, more comprehensive, integrated learning tasks, more diverse learning methods, lifestyle and entertainment. This stage of learning is the preparation and foundation for future career planning, job hunting and employment, and life role transformation (Fan Fumin, Fei Junfeng, 2013). In fact, they always consciously try to link their current learning tasks and theoretical knowledge with their future career demands. The most common form of expression is that they often ask "what is the use of this knowledge/theory? They like to participate in some social practice activities, in which they can better understand the theoretical concepts in books and exercise their comprehensive ability. Under such individual psychological needs, the education model of "work-integrated learning" is developed, which organically combines theoretical learning, skill training and craftsman spirit cultivation, so that students can combine knowledge, ability and spiritual quality cultivation with practice, so as to achieve the "seamless docking" between school education goal and enterprise employment demand. Such a new mode of vocational education is not only conducive to promoting the modern apprenticeship system with Chinese characteristics, which is guided by the government, participated in by the industry, supported by the society, and cultivated by enterprises and vocational colleges but also providing the practical way of personalized education for cultivating students' professional spirit, professional spirit and craftsman spirit, and improving students' professional ethics, professional skills, and innovation and entrepreneurship ability.

3. THE NECESSITY OF CAREER PLANNING OF VOCATIONAL COLLEGE STUDENTS' TRANSITION FROM THE PERSPECTIVE OF "WORK-INTEGRATED LEARNING"

From the practical perspective of "work-integrated learning", it is of certain value in theory and practice to

discuss how to promote vocational students' career planning and establish and perfect a new application-oriented undergraduate talent training program featuring multiple mutual assistance and autonomy. The task of the vocational college is to build a bridge between knowledge and skills, between theory and practice, between study and career. But for an individual's life course, the transformation of study and career is not isolated but continuous and identical. The current efforts to learn theoretical knowledge on campus are not for the purpose of obtaining excellent academic scores, but for the purpose of smoothly translating practical skills into future career, thus trying to answer the question "what kind of talents our universities should cultivate".

Under the "work-integrated learning" perspective, in order to achieve diversification and personalized education, the "dual" personnel training mode for development of teaching-training connection in vocational colleges, synergy between colleges and enterprises, and industry-education integration is a kind of humanistic feelings under the premise of respecting students' individual independence development, which lays a psychological foundation for students to recognize and inherit the "craftsman spirit" consciously and voluntarily, and promotes "mental education" while developing "intellectual education". In conclusion, based on the national documents and policies related to the reform of vocational education, combined with the existing development trend of higher vocational education, the key point of vocational students' career identity in "school to work" transition lies in how to focus on the current national vocational education reform and develop the career planning construction and development rules of the characteristics of "school to work" transition of vocational students under the background of "work-integrated learning" education mode in vocational colleges.

Based on the "work-integrated learning" education mode, while developing students' vocational skills, the promotion of students' self-consciousness and ego-identity development, is conducive to comprehensively implementing the fundamental task of strengthening moral education and standardizing the construction of all-round and whole-process talent training system and mechanism, which is mainly reflected in:

1) Compared with the traditional college education and teaching mode, the "work-integrated learning" education mode will develop a comprehensive talent training mode guided by vocational needs, focusing on practical ability training, and taking the combination of production, learning, research and application as the approach. In this mode, the development of students' ego-identity will pay more attention to the career task of "school to work transition" than the traditional mode.

2) Under the "work-integrated learning" mode of education, students' self-awareness is more prominent. In the process of professional learning, students pay more

attention to the fit between their own characteristics and career needs. This puts forward higher requirements for the consistency of teacher training objectives for the "double-qualified" educators, school theory teachers and enterprise skill teachers, as well as the consistency of school education objectives and enterprise employment needs.

3) Compared with the development status of regular college students in terms of self-identity, vocational education students are more dependent on teachers, employers and others for guidance, which reveals that they are more dependent on others.

4. CONCLUSION

In general, compared with the traditional college education and teaching mode, the education mode of "work-integrated learning" will be oriented to career needs. In this mode, the development of students' self-identity will pay more attention to the career task of "school to work transition" than the traditional mode. Based on the education model of "work-integrated learning", the development of self-identity of vocational education students is still in the stage of "identity delay" with high exploration and low commitment. This kind of new educational pattern can help students the integration development of ego-identity during the period of school, improve and develop their "work-school transition" career planning of vocational college curriculum development, and also provide a new perspective for cultivating both professional and skillful craftsmen of vocational colleges.

REFERENCES

- [1] State council. Implementation plan of national vocational education[Z].2019-1-24 (guo fa [2019] no.4)
- [2] General office of the state council. Some opinions on deepening the integration of industry and education[Z].2017-12-5. (guo ban fa [2017] no. 95)
- [3] Ministry of education. Opinions on the pilot work of modern apprenticeship[Z].2017-12-5[Z].2014-8-25. (no.9 [2014] of the faculty)
- [4] General office of the ministry of education. Notice on comprehensive promotion of modern apprenticeship. [Z].2019-6-4.
- [5] An qiuling. (2006). Research on the development of informal group interaction and self-identity in adolescents. (Ph.D.), east China normal university, Shanghai.
- [6] Jiang hanrong. (2016). Trend: deconstruction of the era meaning and connotation of craftsman spirit. Vocational and technical education in China. (21),

- 9-12.
- [7] Li Jianrong, Yang Runxian, & Wang Bin. (2019). Training of "soft skills" for vocational students based on modern apprenticeship. *Education and Career*, (12), 90-93.
- [8] Liang Yemei. (2018). Research on the training mode of modern apprenticeship in application-oriented colleges. *Education and Occupation*, (23), 53-56.
- [9] Wang Shuqing, & Chen Huichang. (2013). Revision of the Chinese version of the questionnaire on college students' self-identity status. *Chinese Journal of Clinical Psychology*, 21(2), 196-199.
- [10] Wang Shuqing, Ji Linqin, & Zhang Wenxin. (2006). A preliminary revision of the identity style questionnaire for college students. *Chinese Journal of Mental Health*, (9), 625.
- [11] Yang Siping. (2016). Krippen identity theory. (Master), Yanshan University.
- [12] Bennion, L. D., & Adams, G. R. (1986). A Revision of the Extended Version of the Objective Measure of Ego Identity Status: An Identity Instrument for Use with Late Adolescents. *Journal of Adolescent Research*, 1(2), 183-197.
- [13] Fleming, J., & Pretti, T. J. (2019). The impact of work-integrated learning students on workplace dynamics. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 25.
- [14] Grotevant, H. D., & Cooper, C. R. (1985). Patterns of interaction in family relationships and the development of identity exploration in adolescence. *Child Dev*, 56(2), 415-428.
- [15] Luyckx, K., Goossens, L., & Soenens, B. (2006). A developmental contextual perspective on identity construction in emerging adulthood: change dynamics in commitment formation and commitment evaluation. *Dev Psychol*, 42(2), 366-380.