

The Employment Guidance Model Based on the Psychological Characteristics of Deaf College Students

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ABSTRACT

Based on the analysis of the psychological state and employment situation of deaf college students, this paper puts forward the mode of employment ability training based on the psychological characteristics of deaf students. At present, the employment market of deaf students is relatively narrow. In order to effectively improve the employment ability of deaf college students, it is necessary to attach great importance to their psychological characteristics that are different from ordinary college students. On the premise of mastering the physical and mental development law of deaf students, it is necessary to focus on deaf students, and construct a talent training model that emphasizes both professional quality and moral quality, and educates students with multiple resources from school, family and society. Only in this way can the employment competitiveness of deaf college students be improved and the estrangement between deaf college students and society be broken, so as to fundamentally solve the employment difficulties faced by deaf college students and their families, and thus help deaf college students to realize their personal value and social value.

Keywords: deaf college undergraduates, employability, training mode

I. INTRODUCTION

In 1987, China's higher education for the disabled started, and has developed rapidly in the past 30 years. According to the "Statistical bulletin on the development of the cause of disabled people in China in 2017", 10818 disabled people were admitted to ordinary colleges and universities in 2017, and 1845 disabled people entered colleges of higher special education. By comparing the annual data of the data center of the China Disabled Persons' Federation, it can be seen that from 2010 to 2016, the number of deaf undergraduates in China increased from 692 to 1380, and the number of junior college students increased from 974 to 1390. The number of students enrolled for the deaf in China showed an upward trend year by year. Helping deaf students quickly adapt to the learning environment of the colleges and universities, complete their learning tasks, and cultivate graduates with strong competitiveness in employment, are the clear requirements of Comrade Xi Jinping's special report on the development of special education in the report of the 19th National Congress of the Communist Party of China. Also, these are the important means to solve the practical difficulties of "families who are poor because

of the disabled" and the condition guarantee for deaf college students to realize their personal values and social values. It is of great practical significance to the people's livelihood.

II. GENERAL PSYCHOLOGICAL CHARACTERISTICS OF DEAF COLLEGE STUDENTS

According to psychological research, due to the lack of hearing or long-term information intake, it breaks the information balance between the deaf and the environment, and destroys the sense system of the deaf to varying degrees. Compared with ordinary people in the fields of perception, memory, thinking and other advanced psychological conditions based on the sensory system, the development of deaf people's thinking is a development process from intuitive action, imaginal thinking to abstract (logical) thinking, which has certain particularity. The common psychological characteristics of deaf college students are as follows.

A. Strong imaginal thinking and weak abstract (logical) thinking

Among the basic forms of thinking, the deaf students tend to think in images more obviously, and they are good at generating intuitive feelings based on visual materials other than sound, so as to make logical reasoning and judgments about things. For example,

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some deaf students can judge the meaning of other people only by looking at their lip movements, which is commonly known as lip reading. For example, deaf students are generally interested in dance, art design and so on.

In the 1930s, the linguist Sapir and his disciple Wolfe put forward the famous "Sapir-Wolfe hypothesis", believing that high-level thinking depends on and is subject to language. Many anthropologists, psychologists and linguists in related disciplines have been studying the hypothesis and have come to different conclusions. However, it has become a consensus that "language ability does not directly affect abstract (logical) thinking ability, but language barrier will indirectly affect the progress and development of abstract (logical) thinking ability". For example, deaf students have difficulty in memorizing and understanding boring concepts, definitions and other theories. Even if they can memorize them by rote in class, they will often "remember today and forget tomorrow", thus affecting the accumulation of theoretical knowledge.

B. Poor emotional regulation ability

The incompleteness of information processing makes deaf people different from normal people in emotional management. Deaf college students in adolescence are more emotional. They lack effective self-regulation and control ability in emotion. Compared with ordinary college students, they have obvious polarization tendency of emotion, are prone to show high-intensity excitement, anger and pessimism [1], and are very easy to go to extremes when encountering problems.

Deaf college students often show self-esteem and self-abasement, sensitive and suspicious personality traits. In their study and life, they are more one-sided in understanding, more impulsive in emotion and more reckless in behavior. For example, deaf college students often make wrong judgments on the words and deeds of healthy hearing students only based on their vision. They always feel that others are talking about themselves and directing against themselves. For example, it is difficult for deaf college students to master the systematicness and comprehensiveness of professional knowledge. Deaf students are prone to take extreme measures when they encounter emotional frustration, and even commit suicide and self-mutilation.

C. Deaf students have strong need for interpersonal communication but lack skills

In China, the binary method has brought convenience to classified teaching for a long time, but it also causes the separation of general education and special education.

The schools of special education basically adopt boarding management mode. Students only have a small amount of time per week to go out of school under the guidance and control of teachers. From preschool education to the middle school stage, deaf students has long been isolated in a special education school in a relatively closed environment. They lack communication with healthy hearing people, nor correct understanding of normal society. With the growth of age, the physical and psychological changes of deaf college students have taken place. In the open university campus, they either actively or passively integrate into campus life and social life, and have active thinking about the future career and employment problems. At the same time, due to the arrival of puberty, deaf college students also hope to further understand and contact the opposite sex, and love behavior is more common.

In interpersonal communication, deaf college students lack communication ability. They will always be honest but lack the skills, and are not good at dealing with complex interpersonal relationships. On the other hand, due to the language barrier of smooth communication with healthy hearing people, deaf college students tend to be more willing to be limited to their own "small circle of deaf people", and more recognize the unique thinking mode of deaf people. In the management of deaf students in colleges and universities, it is not uncommon for deaf college students to listen to their former deaf classmates or deaf people in the society, which leads to truancy and even cheating or taking part in illegal behaviors such as stealing.

III. THE CURRENT SITUATION OF EMPLOYMENT FOR DEAF COLLEGE STUDENTS

In recent years, the number of deaf students and the training quality in China have been steadily improved. The number of deaf students with professional skills is increasing. The colleges and universities in Tianjin, Hangzhou, Chongqing, Fujian and other places have also organized campus special job fairs for deaf students. The major directions of recruitment include engineering, e-commerce, accounting, medical treatment, graphic design, etc., but from the perspective of on-site signing rate, the first employment rate of deaf students is about 40-50% [2]. Therefore, it is an important link in the employment work to strengthen the investigation and research on the employment market of deaf college students.

A. The total demand for jobs is small

On the one hand, due to the language barrier in the communication between the deaf and the normal people, the society does not know enough about the deaf people. At the same time, the media publicizes the

illegal behaviors of a small number of deaf people, which also leads to the prejudice of the mainstream society towards the deaf students. Many employers think that the deaf are "stubborn" and "not good at communication and management", so they are not willing to employ the deaf.

On the other hand, according to the data center of China Disabled Persons Federation, the total number of disabled people in China was about 85.02 million by the end of 2010. In 2017, 25.74 million people with disabilities were employed, with an employment rate of about 30%. That is to say, the employment situation of the whole disabled group was not good. Combined with the continuous enrollment expansion of ordinary college students and the slowdown of economic development, the employment space of deaf students was further compressed.

B. The employment quality is generally low

First of all, the history of the development of higher education for the deaf is far shorter than that of ordinary higher education, and the starting point is also low. In the interview process with teachers in colleges and universities in Sichuan, Chongqing and other places, they think that the level of cultural knowledge of deaf students is generally poor, especially the mastery of the theoretical knowledge of deaf students cannot achieve the expected teaching effect. Therefore, for the high level of employment, the vast majority of deaf college students are not competent.

Secondly, the vast majority of deaf college students and their families are eager to change their fate through higher education. They hope to find a job with strong stability, high level and rich income after graduation. At the same time, they have certain prejudice against automobile repair, cooking, hotel and other service industries. This kind of high expectation psychology is often the reason why the deaf students can't get high employment.

C. The employment system is not perfect

The first is that the legislative time lags behind and the revision is not timely. In the 20th century, the United States promulgated the first special law on employment of the disabled in the world, namely, "Occupational rehabilitation law". The United Kingdom, Japan, Germany, Austria, Finland, Turkey and other developed countries have also established relatively complete legal protection for the employment of the disabled. China has successively promulgated the "Regulations of the people's Republic of China on the education of the disabled" (promulgated and implemented on August 23, 1994), "Employment regulations for the disabled" (promulgated and implemented on May 1, 2007), and "Law of the people's Republic of China on the protection of the

disabled" (promulgated and implemented on July 1, 2008). In foreign countries, Japan promulgated and implemented the "Basic laws and countermeasures for physically and mentally disabled persons" in 1970. In the following 30 years, this legal provision has been revised twice. In 1993, it was revised as the "Basic laws for disabled persons" for the first time, and then was revised again in 2004. There are more than 50 laws and regulations on the protection of the rights and interests of the disabled in China. However, since the beginning of the new century, there are very few amendments. Therefore, the provisions of the law cannot keep up with the development of the times.

Second, it is difficult to implement the policy in place. For example, the enterprises that can enjoy the tax and fee reduction only include the welfare enterprises of civil affairs departments, towns and streets. No matter other units (enterprises) employ disabled people, they cannot enjoy preferential treatment. At the same time, due to prejudice, some employers prefer to pay deposit for the disabled, rather than employ the deaf, or find a few deaf people at will in order to cope with the inspection by the superior. They only need to pay a small amount of money each month, and in fact, the disabled don't need to go to work at all. For instance, it is difficult to provide personalized employment services for the disabled due to the imperfection of card filing for the disabled, which also leads to the information disconnection between the disabled and the market demand. Article 30 of the "Laws of the people's Republic of China on the protection of the disabled" stipulates that government organs, enterprises and institutions should accept the employment of disabled people in proportion. Article 8 of the "Regulations on the employment of the disabled" stipulates that the proportion of employment arranged by employers for the disabled shall not be less than 1.5% of the employees in the unit. However, this provision has not been implemented in practice.

IV. TRAINING MODE OF EMPLOYMENT ABILITY BASED ON THE PSYCHOLOGICAL CHARACTERISTICS OF DEAF STUDENTS

Deaf college students are outstanding representatives of the deaf group. To promote the smooth employment of deaf students is the common expectation of deaf families and society, is the driving force for the sustainable and healthy development of deaf higher education, and is also the specific implementation of the national targeted poverty alleviation policy. Only by combining the psychological characteristics of deaf students and innovating the training mode of comprehensive quality of deaf students can they enhance their employment competitiveness.

A. Talent training mode takes students as the first and is implemented according to actual circumstances

1) *Making teaching objectives reasonably:* Based on the characteristics of deaf college students' strong imaginal thinking but weak abstract (logical) thinking, and the objective fact that the starting point of cultural education is low and the foundation is weak, the requirements for theoretical knowledge of deaf students can only be few and fine in higher education. The focus is on the establishment of the training objectives of applied talents, and the curriculum setting is on how to improve the ability of deaf students to apply theoretical knowledge.

2) *Teaching deaf students to learn independently:* The vast majority of deaf college students have experienced more than ten years of closed learning life in special education schools. They have already adapted to the "nanny-style and cramming-style" teaching method of special school teachers. They have no strong self-consciousness for the determination of learning objectives or learning methods. The phenomenon of "waiting for and relying on" teachers in learning is relatively serious. Educators should first solve the problem after entering higher education, that is, they should teach deaf students to set their own learning objectives according to the laws of higher education, master the relevant methods of college students' independent study, and make full preparation for the later professional learning, so as to play a double role with half the effort.

3) *Improving education teaching methods:* Deaf college students have their own learning cognitive rules. Only by combining this feature can college teachers make targeted innovations in teaching means and teaching methods, strengthen the use of modern educational facilities and equipment, create a more suitable classroom situation for deaf students. At the same time, it is required to combine classroom teaching with post-class practice and extracurricular practice, strengthen the training of practical ability of deaf students, improve the efficiency of classroom teaching, and cultivate application-oriented talents with one specialty and many abilities.

4) *Strengthening mental health education for deaf students:* Prevention, detection and intervention should be combined. First of all, it is necessary to conduct psychological survey and return visit to deaf students when they enter the school, and file their cards.

Colleges and universities must be aware of it. The second is to create a relaxed learning environment and interpersonal communication environment for deaf students, encourage them to actively participate in all kinds of campus cultural activities and practical

activities outside school, further broaden their horizons and shape a sound personality and soul. Thirdly, colleges should attach importance to the mental health education curriculum, combine individual counseling with group counseling, improve the emotional management ability of deaf students, establish a help mechanism with smooth channels of counseling, and actively intervene in dealing with prominent psychological problems of deaf students.

B. Talent training mode pays equal emphasis on quality education, moral quality and professional quality

1) *Adhering to the principle of "moral education first, ability as the focus, all-round development", and taking the guidance of ideological value throughout the whole process of education and teaching:* It is required to cultivate deaf students to consciously identify with the socialist core values, have correct professional ethics and values, form good professional ethics and have professional consciousness. They are learning to make accurate career positioning according to their own personal and family objective conditions, so as to promote the deaf students to identify with their own career choices and happily go to work.

2) *Improving professional quality:* Professional quality is the core content of improving the employment competitiveness of deaf college students. It is the most important for higher education to give full play to the advantages of the deaf, strengthen the education of professional knowledge and professional skills, update the academic evaluation methods of deaf students, deeply tap the potential of learning exploration and practical innovation of deaf students, and strive to make them become the application-oriented talents with "one specialty and multiple abilities". Based on the advantages of deaf college students, such as "eye sensitivity and dexterity", colleges should cultivate them in animation design, art creation, dance art and other fields that they are good at, so as to improve their professional ability.

3) *Strengthening employment guidance:* The first is to change the concept of "stability and high income" that deaf students generally pursue, establish the glorious idea of entrepreneurship, and encourage them to dare to innovate and start their own businesses. Secondly, it is necessary to eliminate the concept of "waiting for help" in the job hunting of deaf college students, strengthen the concept of "being no different from normal people except for unhealthy hearing", and stimulate their initiative to accept the selection of the employment market. The third is to guide the deaf students to carry out academic planning and career

planning, and to teach them job hunting skills such as self-recommendation writing and interview skills. The fourth is to strengthen the professional frustration education of deaf students, correctly understand the possible setbacks in the process of job hunting, and correctly handle the interpersonal relationship in the workplace.

C. Talent training mode integrates education and multiple resources

1) *Integrating school resources to create a good learning and living environment for deaf students:* One is to provide barrier-free facility environment in campus for deaf students as much as possible.

Second, teachers, students and staff should have a common awareness. It is better to form an atmosphere of caring for deaf students, give full play to the functions of various party branches and groups of teachers and students, do a good job in special assistance work, and provide the deaf students with professional learning, life consulting and other conveniences.

2) *Integrating the teaching resources outside the school to create a multi-channel practical education platform for deaf students:* First, it is necessary to strive for the support of disabled persons federations at all levels and education authorities to solve the specific difficulties in the process of running schools. The second is to establish the training platform for deaf students in special education schools and relevant enterprises and institutions, so as to provide various practical training posts for deaf students and accumulate rich experience for them.

3) *Integrating the resources of the employment market to provide the deaf college students with employment and entrepreneurship opportunities:* Colleges and universities can contact employers extensively, sort out the employment market demand of deaf college students, adjust the course content guided by employment, carry out school-enterprise cooperation and order training, and improve the employment rate of deaf students.

V. CONCLUSION

To sum up, the law of higher education for the deaf must be based on the psychological development characteristics of deaf college students.

Combined with the employment market demand of deaf students in China, colleges and universities should constantly update the comprehensive training mode which is in line with the psychological characteristics of the deaf. Only in this way can they stimulate the deaf students' self-learning potential to the greatest extent,

cultivate talents with one specialty and many abilities, and accept the selection of the employment market.

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