

# Probe into the Problem of College Students' Professional Transition

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**Abstract.**—With the deepening of the educational reform, the educational and teaching ideas are constantly changing towards student-centered, which makes the rights and interests of students more protected, and the transfer of majors has become a prominent student appeal in recent years. This paper makes a detailed analysis of the specific reasons and subsequent effects of students transfer to specialty, and puts forward solutions.

**Keyword**—College, Major Change, College Students

## I. INTRODUCTION

In recent years, with the continuous advancement of higher education reform, the concept of student-centered education in Colleges and universities has been improved year by year, and the rights and interests of students have been paid more attention and respected. As a result, the demands of college students to change majors have been warming up day by day. How to find a balance between the management of changing majors in Colleges and universities and students' autonomous consciousness, so as to meet the needs of students? It is a topic worth discussing that the demands of transferring to specialty and avoiding its negative effects at the same time. In order to solve this problem, 661 students from a university in Xi'an who applied for major transfer were investigated and analyzed.

## II. BASIC SITUATION OF STUDENTS TRANSFERRING MAJORS

### A Statistics on the Number of Professionals Transferred from Universities to Universities.

A total of 661 professionals were transferred, 112 of whom were undergraduates, accounting for 1.8% of the number of professionals transferred; 549 were specialists, accounting for 8.9% of the number of professionals transferred. This shows that there are some differences between undergraduate students and junior college students in filling in their voluntary and professional choices. Undergraduate students are more cautious and rational in choosing their major. They respect and consider the industry, employment direction and personal interests. Once the major is selected, the chances of change are smaller.

College students put forward that there are more applicants for specialty transfer, which reflects to a certain extent the randomness and blindness of specialty selection, and students have no specific concept of specialty. In addition, this year is the first year for Shaanxi ordinary universities to implement comprehensive evaluation of self-enrollment. For students from three schools (secondary professional schools, senior vocational secondary schools, technical schools), the concept of specialty is vague when filling in their volunteers. In addition, the lack of a deeper understanding of specialty leads to more students' demands for specialty transfer.

### B Transfer and Transfer of Undergraduates and Specialties

#### 1) Undergraduate status:

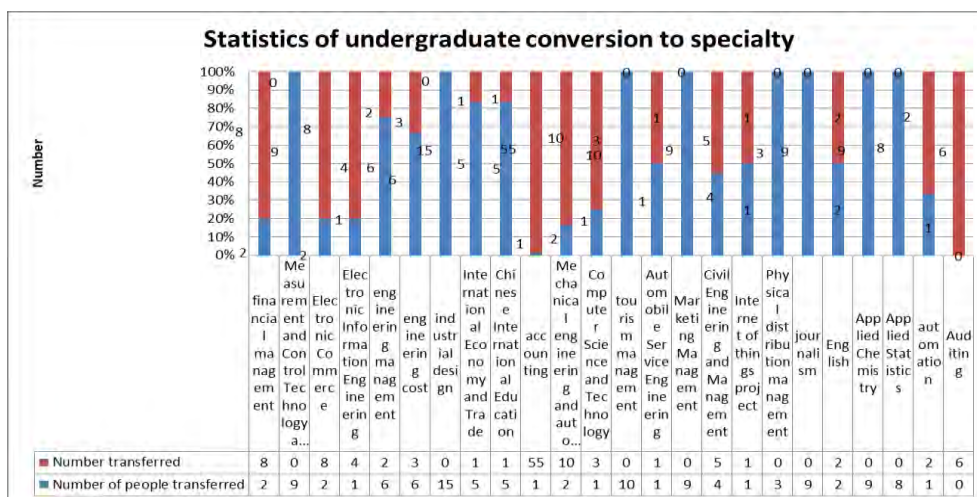


Fig.1. Statistics of undergraduate conversion to specialty

As shown in fig.1 the top three majors transferred from the undergraduate course are: 15 people in industrial design, 10 people in tourism management and 9 people in journalism, totaling 34 people; the top three majors transferred to the undergraduate course are accounting 69 people, machinery manufacturing and automation 11 people and electronic commerce 10 people, totaling 90 people.

2) *specialist situation:*

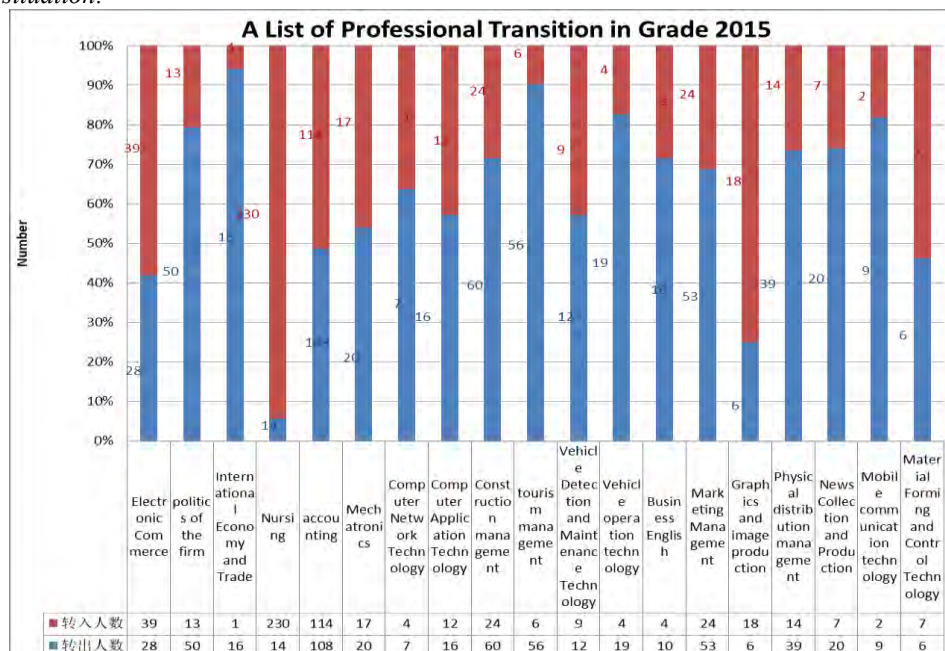


Fig.2.. Statistics of specialized-to-professional transfer

As shown in Fig.2, the top three professionals transferred from specialty to specialty are 108 accountants, 60 construction project managers and 56 tourism managers, totaling 224 people; the major transferred to specialty is mainly 230 nurses and 114 accountants, totaling 344 people.

### III. MAJOR REASONS FOR COLLEGE STUDENTS TO CHANGE MAJORS

The main reasons for students' changing majors are interest-driven, students' dissatisfaction with their reported majors, unsuitability for themselves, poor employment prospects, and listening to the opinions of parents and others. According to the statistics of students' application for major change, the top three reasons for major change were interest (26.3%), unsatisfactory major (22.7%) and unsuitable major (17.4%).

#### A In order to Satisfy the Interest.

As the saying goes, "Interest is the best teacher". Spencer, a famous sociologist, once said that "painful learning can make people feel disgusted with knowledge, while pleasant learning can make knowledge attractive... Under the same circumstances, the efficiency of teaching is proportional to the degree of happiness students are engaged in learning." Now all the students who are enrolled are post-90s, which are more self-centered and casual. When filling in volunteers, they do not know about the professional settings and teaching contents, employment prospects, or are influenced by relatives and friends, plus the difference of their scores, they fail to choose their desired major, but choose their present one; but after entering the university, they find that they are not interested in and like the major, so they have the idea of changing their major.

#### B Affected by others or External Factors.

This part is mainly reflected in the students' lack of rational analysis and choice of specialty change due to the influence of surrounding factors. Some students, seeing the application of their fellow countrymen or dormitory students, caused psychological imbalance, so they put forward the transfer professional requirements with the general flow; this year also encountered a situation, some students lack of self-determination, just transferred to the original professional feel good, but also want to return to the original professional.

#### C The Major is not Suitable for me Now.

When students come to school to study their major, they find that the major is not suitable for them, and they can not give full play to their expertise and advantages, even where their weaknesses lie. I think that if I change my major, I can learn well or give full play to my hobbies and specialties.

#### IV. THE OUTSTANDING PHENOMENA IN THE PROCESS OF COLLEGE STUDENTS' PROFESSIONAL CHANGE

##### *A Students are more Random and Irrational in Filling in Their Volunteers.*

Based on the data analysis of the students who applied to transfer their majors in 2016, most of them failed to rationally analyze and recognize the characteristics of their majors when filling in their volunteers. They had a half-understanding of their majors and held the idea of "reporting first, then adjusting after going to school". Therefore, they did not carefully consider and rationally analyze them, resulting in the application of their majors after coming to school.

##### *B Freshmen Turn to Specialty Blindly after They Arrive at School, and the Situation is Serious.*

After freshmen arrived at school, some students had a clear purpose to change their majors, but some students lacked their own opinions. When they saw the students from their dormitories or fellow countrymen changing their majors, they were eager to try and wondered what they really liked. It's hard to get out of the original major, and even if you regret it, you have to go back.

##### *C Choose Specialty to Heat Up and Avoid Cold, Hot Specialty is too Concentrated.*

Influenced by the surrounding environment, many students and parents hope that students will change from the "cold" major to the "hot" major. In 2016, 35% of the students applied for transfer to nursing specialty, believing that they would have a good job after graduation. Therefore, the current employment situation to a large extent induces college students to choose and adjust their majors. Little do we know that the "hot" and "cold" employment is relative, some professional students are very enrolled in school.

#### V. SUGGESTIONS ON COLLEGE STUDENTS' PROFESSIONAL CHANGE

It has become a new normal for college students to change their majors after enrollment. The management concept should be changed from the managerial standard to the student standard, and the system should be adjusted accordingly. In order to do a good job in professional management, it is suggested that relevant departments do a good job in the following aspects

##### *A Strengthen the Professional Education of Students' Voluntary Application in the Stage of Enrollment.*

The scientificity and rationality of voluntary application for college entrance examination majors are directly related to whether students change their majors after entering the university. Therefore, in order to give full play to the guiding role of the school in the enrollment consultation stage, we should select senior professional teachers to introduce the curriculum, teaching plan and employment direction of the major, so that students and parents can know the relevant professional knowledge at the first time, so that they can combine their own conditions and choose the major rationally. Avoiding the asymmetry of professional information and filling in voluntary enrollment at will and then offering to change Majors

##### *B Establish and Improve the Consultation Service System for Professional Transformation.*

Each department should make great efforts to condense its professional characteristics, and do a solid and good job of professional consultation. After freshmen enter the school, each department should organize subject leaders, well-known professors, excellent teachers and senior students to give professional lectures or professional cognitive reports, so as to display the professional charm to the maximum extent, promote students to love the selected specialty, stimulate students' professional interest and enthusiasm, and stabilize their professional mood. In order to form a solid professional thinking.

##### *C Constructing a Scientific and Reasonable Mechanism for Specialization Transfer.*

For some popular majors, assessment should be reasonably organized to ensure selection and selection. In recent years, affected by social employment, freshmen and parents have paid close attention to the high employment specialty in society. According to the analysis of the data from our university, 41.9% of the students who applied for specialty transfer plan to transfer to nursing, and 20.76% of the students plan to transfer to accounting. The basic quality level of students applying for transfer to nursing and accounting is not uniform. Therefore, in order to ensure that students can successfully complete their professional study after transfer, students applying for transfer to nursing should organize selection and choose the best admission.

Allowing students to change majors in Colleges and universities respects the right of students to choose their own majors, but in recent years, the number of students changing majors has increased year by year, which brings certain difficulties to the educational management of colleges and universities. How to scientifically and reasonably formulate the management methods of changing majors so as to standardize the work of changing majors? The bureau can also give students the right to change their majors, which is an important issue that needs to be deeply considered and discussed by the relevant departments of colleges and universities.

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