

The Construction of Career Development Education Path for Five-year System Students in Integration of Secondary and Higher Vocational Education

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Abstract: As a model of vocational education, the integrated five-year vocational education in vocational education plays a positive role in the vertical integration of vocational education. However, the integrated five-year vocational education in secondary and higher vocational colleges faces problems such as low employment matching rate and low starting point for graduates. For its reason, students' confused choice of major, blocked path of school to major, and lack of Career development education are one of the main reasons. Therefore, this paper takes the valve design and manufacturing specialty of Yongjia College of Wenzhou Polytechnic as an example, and takes Career development as the starting point to build a Career development education path integrating "cognitive major", "subdivided career", "dedicated study", "precision employment", and "rooted career", and solve the long-standing problem of low employment quality of five-year graduates of secondary and higher vocational integration.

Keywords: Integration of Secondary and Higher Vocational Education; Career Development; Path Construction.

1. Introduction

With the acceleration of China's Economic restructuring and industrial transformation and upgrading, economic and social development has entered a new stage of higher quality and efficiency. Vocational education plays an increasingly important role in this transformation path, and is increasingly recognized, affirmed, and supported by various sectors of society.

As a model of vocational education, the integrated five-year vocational education in vocational education has always been favored by students and parents due to its advantages such as exemption from exams and short educational system. However, in recent years, the phenomenon of low employment matching rate, low number of graduates upgrading from vocational colleges to undergraduate programs, low starting point for employment, and weak potential for career development among graduates of the integrated five-year system in vocational colleges has become increasingly apparent, which has attracted the attention of vocational colleges and vocational education experts.

The project team has investigated five higher vocational colleges in Wenzhou, and studied the underlying reasons for the low employment quality of graduates of five-year vocational education of integrated secondary and higher vocational education. Taking Yongjia College of Wenzhou Polytechnic as an example, the project team takes the construction and design of the path of five-year career development planning in the whole process of integrated secondary and higher vocational education as a breakthrough to effectively promote the improvement of talent training quality and graduates' employment quality and meet the needs of industrial talents.

2. The Employment Status of Five-year System Graduates in Integration of Secondary and Higher Vocational Education

2.1. The Number of Upgrade from Junior College to University Students is Low

According to the employment album of a vocational college in Wenzhou, there were 1098 students successfully admitted to undergraduate schools among the 2023 graduates of the school. Among them, only 54 were graduates from the integrated five-year system of vocational colleges, accounting for 4.92% of the total number of graduates from vocational colleges, far lower than the proportion of graduates from the integrated five-year system of vocational colleges in the total number of graduates. Visiting various vocational colleges, it was found that the number of graduates from the integrated five-year system of vocational and secondary education who applied for the college entrance examination or were admitted to undergraduate schools has been consistently low over the years.

2.2. The Quality of Employment is Weak

At present, the types of student sources in vocational colleges include general high education, individual student enrollment, and integrated five-year vocational education. According to the 2023 employment data of graduates from five vocational colleges in Wenzhou, compared with other types of student sources, integrated five-year vocational graduates are clearly at a disadvantage in job competition. Moreover, the factors such as "job nature," "employment starting salary," and "welfare benefits" after employment are also significantly weaker than other types of graduates from the same school.

2.3. The Employment Matching Rate is Low

According to the survey on the career development status and talent cultivation quality of college graduates in Zhejiang Province, the correlation between employment positions and majors for graduates of the integrated five-year vocational education system is relatively low, and there are many phenomena where employment positions are not related to majors.

2.4. The Potential for Career Development is Weak

According to research, it has been learned that in the process of career development for graduates of the integrated five-year system of vocational and secondary education, their salary level, job promotion, recognition level by the enterprise, and other factors are relatively slow or even hindered compared to graduates from other sources who joined the enterprise during the same period.

3. Analysis of the Reasons for the Employment Dilemma of Five-year System Students in Integration of Secondary and Higher Vocational Education

Based on the above situation, the project team carried out in-depth research and research on the five-year system of integrated secondary and higher vocational education, professional transfer policy, talent training, Career development and other contents. Extract the following factors that have a prominent impact on the employment quality of graduates.

3.1. Major Selection is Limited by High School Entrance Examination Scores

The integrated five-year enrollment work of vocational schools is the responsibility of vocational schools. Junior high school graduates register for the corresponding majors and types based on the admission score lines of various majors and class types announced by vocational schools, and match their scores in the middle school entrance examination. Therefore, junior high school graduates who choose the integrated five-year program of vocational and secondary education are often limited by their own high school entrance examination scores rather than personal interests. In addition, junior high school graduates have limited social experience and almost no understanding of the industry. As a result, when entering the secondary vocational education stage, many students do not like or recognize the corresponding profession, or do not accept or adapt to the corresponding job types of the profession.

3.2. Major Change Cannot be Achieved

In order to better achieve the coherence between vocational and vocational education, as well as the connection between vocational and vocational education, many provinces' integrated five-year student registration management policies clearly stipulate that "students are not allowed to transfer majors to each other in various majors of the integrated five-year system, nor are students of any other type or major allowed to transfer majors related to the integrated five-year system"; Only students of the integrated five-year vocational education program are allowed to apply for transfer to the

three-year general training type during the vocational education stage. Therefore, once students are admitted to a certain major in the integrated five-year program of vocational and secondary education, it is difficult for them to have the opportunity to make new major choices and academic planning. After turning majors without hope, some students who do not understand or agree with their majors show great passivity and resistance in their subsequent learning process, ultimately affecting their own growth and employment competitiveness.

3.3. Career Development is Easy to be Ignored

At the secondary vocational stage of the five-year integration of secondary and higher vocational education, influenced by such factors as "secondary vocational school to higher vocational school transition" and "secondary vocational students do not need to consider employment", the main teachers and curriculum forces of secondary vocational schools tend to focus on the knowledge and skills improvement and transition related series of examinations specified in the curriculum, but do not pay enough attention to the curriculum in terms of career development or employment guidance. Even some secondary vocational schools have not been equipped with professional teachers for career development and Career development courses. As a result, most students have no clue about their future employment and career development, let alone specific and in-depth Career development.

4. Construction of Career Development Education Path Integrating Five "Careers"

From the analysis of the causes of the employment dilemma of the five-year integrated students in secondary and higher vocational schools, we can see that most of the students choose the corresponding majors in ignorance. When some of them find that their interests, strengths and personal characteristics do not match the corresponding majors, they are imprisoned by the policy reality of "not allowed to change majors", plus the lack of guidance on students' Career development and career development in secondary vocational schools, This has caused some students of the integrated five-year program in vocational and secondary schools to have no interest in their major and become disgusted or even excluded from entering the profession in the future. At the same time, it has affected their professional knowledge accumulation and skill training, ultimately affecting their employment quality. Therefore, the only feasible and effective thing is to strengthen the Career development education for the students of the integrated five-year system of secondary and higher vocational education, so as to guide them to settle down in their studies, take root in their majors and plan their careers. Therefore, it is necessary to build a set of Career development education paths that match the five-year students of vocational and secondary integration.

Yongjia College of Wenzhou Polytechnic belongs to the integrated education model of vocational and technical education in one place, with the college divided into vocational and technical departments and vocational departments. The vocational department is a secondary college of Wenzhou Polytechnic, which carries out higher vocational education; The secondary vocational education department is the vocational education center of Yongjia

County, which is affiliated to Wenzhou Polytechnic and carries out secondary vocational education. The secondary vocational department and the higher vocational department jointly build, share and manage the same campus. The two sides jointly carry out the integrated five-year vocational education of valve design and manufacturing, communication and planning, and have explored a set of Career development education model for the integrated five-year students of secondary and higher vocational education through years of school running practice.

The project team, based on the five-year policy of integration of secondary and vocational education, the reality of running schools and the characteristics of student sources, aims to improve the competitiveness of students in employment, and combines the Career development education model of the five-year students of Yongjia College of Wenzhou Polytechnic, Tailor the Career development education path integrating "cognitive major", "subdivided career", "dedicated study", "precision employment", and "rooted career", five "industries" for the integrated five-year students of secondary and higher vocational education.

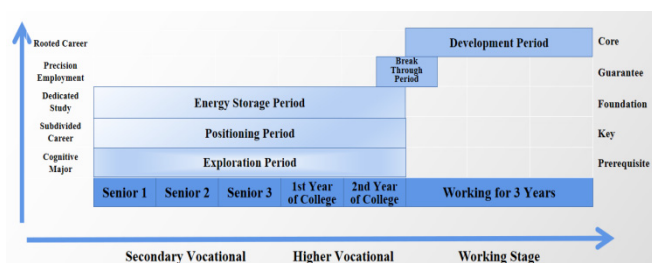


Figure 1. Five "careers"

4.1. Cognitive Major

Cognitive major is a prerequisite. A thorough understanding of the profession is a prerequisite for professional learning and a prerequisite for high-quality employment in the future. Cognitive majors require an understanding of professional talent development plans, curriculum systems, training positioning, and job positions, expressed in plain language as 'what to learn? What can one do after learning?'. In the integrated five-year high school entrance stage of vocational and secondary education, special starting education should be conducted to deeply interpret the five-year talent training plan, curriculum system, knowledge reserves and skill requirements that students should possess, employment paths and goals, etc. to all students. The valve design and manufacturing major at Yongjia College of Wenzhou Vocational College has set up a dedicated introductory education week to systematically introduce the course content and arrangement, faculty, school enterprise cooperation methods, employment cooperation units and specific positions, specific requirements for professional knowledge and skills, professional learning resources, and extracurricular knowledge acquisition channels for students during their first year of high school. Let students fully understand the goals, tasks, specific paths and available resources in the next five years, and guide students to think about their own development paths, compare the differences between the original ideas and professional realities, so as to lay the foundation for subsequent Career development.

4.2. Subdivided Career

Subdividing career is key. Any major can correspond to several industries in a certain industry chain, several links in

a certain process, several modules of a certain business model, and even several types of work or positions in a certain industry. In other words, very few graduates trained in a particular major can only be employed in a very specific position. Therefore, by segmenting the employment positions corresponding to the major and guiding students to use the theory of job matching to match their self-development with the corresponding segmented positions, students can be guided out of the misconceptions of not accepting or adapting to the positions they are engaged in in the major. The Valve Design and Manufacturing major of Yongjia College of Wenzhou Vocational College organizes a special research activity on employment positions within one month of students' enrollment, leading all students of the integrated five-year program in vocational colleges to visit cooperative enterprises and conduct on-site observation, consultation, and interaction on all corresponding positions. The relevant leaders of the cooperative enterprise fully elaborate on the requirements, current benefits, and development prospects of different positions, in order to facilitate students' selection and goal setting. Many new students narrowly believe that graduates majoring in valve design and manufacturing can only work in production lines. After participating in the entire employment position research activity, students suddenly became enlightened. In addition to frontline production positions, graduates of valve design and manufacturing majors can also work in administrative shift style design positions, quality testing positions, as well as business management positions such as valve sales and after-sales service. As a result, the confusion of junior high school graduates in choosing majors and the inability to transfer majors after enrollment has been resolved, gradually realizing students' sense of professional identity and belonging to the valve profession.

4.3. Dedicated Study

Devoting oneself to studying is the foundation. Under the premise of clear employment goals and development paths, professional learning has become a bridge connecting students and positions. The cultivation of ideological and professional qualities, the accumulation of professional knowledge, and the improvement of professional skills are the specific tasks for students in school for 5 years, and are also the basic prerequisites for whether enterprises hire them. The Valve Design and Manufacturing major at Yongjia College of Wenzhou Vocational College focuses on "employment goals specific requirements stage tasks", with academic atmosphere construction as the starting point, and campus training and enterprise training as the main carrier. Through various production and education integration channels such as school enterprise co construction classrooms, campus factories, and modern apprenticeship, students are guided to concentrate on their studies and research majors.

4.4. Precision Employment

Accurate employment is a guarantee. Precision employment is not only to obtain employment in professional counterparts, but also to accurately achieve the employment goals of Career development during school, and also to test the achievements of five-year Career development. In the form of pre employment order classes, school enterprise joint training classes, targeted employment classes, etc., the valve design and manufacturing specialty of Yongjia College of Wenzhou Vocational College is bound together by schools,

students and enterprises to form a talent supply and demand community, which not only meets the needs of enterprises for talent, but also achieves the goals set by students' Career development, providing sufficient conditions and rich ways for students to obtain accurate employment.

4.5. Rooted Career

Rooted career is the core. No matter how perfect and detailed Career development is in school, it is difficult to predict and describe the reality of students after entering the post. Graduates develop feelings and continuous dedication towards their positions, companies they serve, and industries, and then consider work as a career rather than a means of livelihood. This state can only gradually be achieved after joining the workforce. Therefore, the Valve Design and Manufacturing major at Yongjia College of Wenzhou Vocational College takes the opportunity of conducting a survey on the career development status and talent cultivation quality of college graduates in Zhejiang Province, and conducts a 3-year follow-up and guidance for graduate students. The focus is on carrying out work such as graduate care, workplace problem-solving, and development assistance, effectively solving the development difficulties of graduates, guiding career confusion, guiding development direction, and providing path references, Guide graduates to take root in various fields of the valve industry, and achieve personal development while supporting the development of the enterprise industry.

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