

Research on the Teaching and Education Work of Higher Vocational Class Advisors under the Background of Employment Orientation

Jianfeng Li

Zhuhai City Polytechnic, Zhuhai Guangdong, 519000, China

Abstract: This research is based on the background of the modernization transformation of vocational education and focuses on the innovative practices of vocational college head teachers in employment-oriented education. By constructing a three-dimensional education system of "demand perception - capability evolution - ecological optimization", a linkage mechanism between industrial demand early warning and professional dynamic adaptation is formed, effectively resolving the structural contradiction between technological iteration and educational lag. Innovatively proposed a four-stage progressive education model of "career planning enlightenment - dynamic ability cultivation - job-hunting skills refinement - career psychology construction" to systematically enhance students' core qualities for career development. In response to the predicament of social identity in vocational education, a three-dimensional strategy of "reconstruction of media narrative - Collaborative intervention of home, school and community - Visualization of vocational achievements" is designed to reshape the value identity system of technical and skilled talents. This model significantly enhances the efficiency of person-job fit through the deep coupling of the education chain, talent chain and industrial chain, providing an innovative path to solve the coexistence predicament of "difficult employment" and "shortage of skilled workers", and promoting the paradigm transformation of vocational education from scale development to quality leap.

Keywords: Employment orientation Vocational college head teacher Integration of industry and education Career development Psychological resilience Person-job fit Reform of vocational education.

1. Significance of the Project

The establishment of the positioning of vocational education as a type of education has fundamentally reconstructed the value coordinates and development logic of higher vocational education. Under the guidance of the national strategy that "vocational and general education are equally important", employment orientation has broken through the single dimension of traditional employment rate statistics and has been elevated to a core paradigm that runs through the entire educational process and reconstructs the educational ecosystem. This paradigm shift is essentially a creative development of human capital theory - shifting educational supply from the "tailgating model" that passively ADAPTS to the labor market to the "symbiotic model" that actively leads industrial upgrading. Research shows that the reconfiguration of job capabilities triggered by new economic forms such as intelligent manufacturing and digital economy has nonlinear evolution characteristics. The linear correspondence model of "major - course - position" commonly used in the traditional education system has shown structural failure when dealing with the job fission brought about by artificial intelligence. This kind of failure is not only manifested as the time lag effect of the supply of technical skills, but at a deeper level, it exposes the value misalignment between the setting of educational goals and the demand for industrial talents. Against this backdrop, the role reconstruction of the head teacher in higher vocational colleges has dual innovative significance: In the practical dimension, as the connector of the "last mile" of industry-education integration, it can solve the chronic problem of "more agreement cooperation and less substantive penetration" that is common in school-enterprise

collaboration. By establishing a quantum entangled interaction between the educational process and the production process, it can achieve the real-time transformation of technical standards into teaching elements. In the theoretical dimension, the innovation of its working mode provides methodological inspiration for solving the "triple disengagement" of vocational education (disengagement from industries, disengagement from technology, and disengagement from career development), and promotes the formation of a theoretical framework for the modernization of vocational education with Chinese characteristics. At present, the phenomenon of "difficult employment" faced by vocational college students has gone beyond the category of individual ability deficiencies and evolved into a concentrated projection of the structural contradictions on the supply side of education. By constructing a holographic education system of "professional cognition - ability development - psychological empowerment", the head teacher can not only solve the practical predicaments such as "suspended professional learning", "utilitarian career choice" and "fragile employment psychology", but also promote the paradigm leap of vocational education from "school-based" to "career-based" at a deeper level. Inject practical impetus into the construction of a modern vocational education system that is vertically connected and horizontally integrated. This reshaping of the educational ecosystem, in essence, aims to solve the institutional paradox of coexistence of "shortage of skilled workers" and "difficulty in employment" at the macro level through innovation in micro-level educational practices, and provide solutions for the coordinated development of educational modernization and new industrialization^[1].

2. Synthesis of Research

The special attribute of higher vocational education as a type of education determines the complexity of its research objects and practical fields. The academic circle's discussion on the issues of higher vocational education under the background of employment orientation has gradually formed a research picture of multi-disciplinary intersection. From the psychological characteristics of students to the reconstruction of the educational ecosystem, from micro-intervention strategies to macro-institutional design, the diversification of research perspectives reveals the deep-seated tension and breakthrough paths for the modernization transformation of vocational education.

From the perspective of social cognitive theory, the psychological construction of vocational college students presents unique contradictory characteristics. Their identity is squeezed by the pressure of academic competition, and they also seek value fulcrums in the advantages of skill practice, forming a cognitive schema where "marginalization anxiety" and "differentiation confidence" coexist. The career expectations passed down from generation to generation in the family field are often disconnected from the reality of the industry. The traditional preference of parents for "stable careers" conflicts with the career exploration needs of students in the face of emerging business forms, leading some students to fall into "obedience confusion" - they are eager to break through the traditional career path dependence, but lack the courage and ability to make independent decisions. Research indicates that the essence of this psychological predicament is a concrete manifestation of the generational shift of professional values lagging behind the speed of technological change during the transformation from an industrialized society to a digital one. Against this backdrop, the educational intervention of head teachers needs to go beyond simple psychological counseling and shift towards the reconstruction of the cognitive framework. By introducing occupational narrative therapy, it helps students transform the narrative reconstruction of "educational disadvantage" into "skill capital". Typical cases show that this intervention can significantly enhance students' occupational subject consciousness, enabling them to shift from "passive adaptation" to "active construction" in employment choices.

The theory of educational ecology provides a new analytical framework for analyzing the structural contradictions in employment. The "system time lag" phenomenon currently faced by higher vocational education is essentially an inevitable result of the imbalance between the self-organizing ability of the education system and the increasing complexity of the industrial system. The rigid adjustment mechanism of professional Settings is difficult to match the fission speed of positions in emerging industries. There are transformation obstacles between the knowledge coding method of the curriculum system and the tacit characteristics of professional abilities. The update cycle of practical training equipment forms a speed gap with the technological iteration of Industry 4.0. This structural contradiction shows differentiated manifestations at the regional level: The developed eastern regions establish a dynamic response system through the trinity collaborative mechanism of "education - industry - government", while the central and western regions are still constrained by path dependence under resource constraints. The deeper contradiction lies in that the phenomenon of "ritualized

participation" in school-enterprise cooperation exposes the deep paradox of institutional design - the profit-seeking nature of enterprises and the public welfare attribute of education are difficult to reach a value consensus within the existing cooperation framework. Research reveals that to break through this predicament, it is necessary to reconstruct the dynamic mechanism of school-enterprise cooperation, transforming the output of enterprises' technical standards into the endogenous driving force for educational innovation, rather than remaining at the superficial level of providing internship positions.

The theoretical evolution of the career development support system shows a paradigm shift from instrumental rationality to value rationality. Early studies focused on the technical paths for improving the employment rate, emphasizing the training of superficial abilities such as resume making and interview skills. With the introduction of career construction theory, the academic circle has gradually recognized that the essence of career development ability is a dynamic adaptive system formed by the subject in the interaction with the environment. This requires educators to achieve breakthroughs in three aspects: establishing a "full life cycle" support system in the time dimension to break the short-term tendency of ending upon graduation; Build a collaborative education network of "home, school, society and enterprise" in the spatial dimension to dissolve the institutional separation between the educational field and the social field; Complete the concept transformation from "employment placement" to "career empowerment" in the value dimension. The latest research trends show that career development support is deeply integrating with digital transformation. The combination of intelligent recommendation algorithms and career big data makes personalized career navigation possible. However, it is necessary to be vigilant against the "data cage" effect that may be caused by the tendency of technicism. How to maintain the tension between technological empowerment and humanistic care has become a new focus of theoretical research^[2].

The existing research has reached consensus breakthroughs at three levels: First, the scope of career guidance has expanded from a single employment service to a complex system covering cognitive development, ability building, and value cultivation; Secondly, the practical logic of industry-education integration needs to break through the superficial form of organizational cooperation and move towards a deep coupling of knowledge production and technological innovation. Thirdly, the reconstruction of social identity in vocational education must go beyond simple policy promotion and establish a mechanism for the reproduction of cultural symbols. These theoretical advancements have provided directional guidance for the innovation of head teachers' work in higher vocational colleges. However, the deep-seated problems that still remain to be solved include: How to establish an agile mechanism for education to respond to industrial demands? How to strike a balance between standardized training and individualized development? How can the intervention path of social cognitive bias achieve intergenerational breakthroughs? The exploration of these issues will drive vocational education research from phenomenon description to theoretical construction, providing a more solid theoretical support for practical innovation.

3. Analysis of the Current Situation

3.1. The contradiction between the rapid changes in industrial structure and the lagging response of education

Between the wave of industrial transformation and the institutional inertia of the education system, a structural rift that is difficult to bridge has formed. The professional adjustment mechanism of the education system is difficult to keep pace with the acceleration of technological iteration. The decision-making process for professional Settings is nested within a complex administrative framework. From capturing market signals to the implementation of training programs, it often goes through a long period of accumulation. When the education system completes a round of professional optimization, the technical standards at the industrial end have undergone a generational leap. This time lag effect has led to the cultivation of talents always being in a catch-up state. The lag in the update of teaching material content further intensifies the solidification tendency of the knowledge system. The curriculum framework dominated by traditional disciplinary logic is difficult to accommodate the organic embedding of emerging technology modules, and the imparting of knowledge is gradually drifting apart from the job ability requirements. The practical ability gap of the teaching staff has become an invisible barrier to the integration of industry and education. The knowledge reserves of most teachers remain at the technological paradigm of the mid-industrialization stage, making it difficult for them to meet the cross-border and compound ability requirements of the intelligent manufacturing era. What is more alarming is the superficial predicament of school-enterprise cooperation. The technological participation of enterprises often remains at the level of equipment donation or the supply of internship positions. The deep integration of the educational process and the production process always faces institutional barriers. The failure of this collaborative mechanism essentially manifests the irreconcilable contradiction between the closed nature of the education system and the openness of the industrial ecosystem^[3].

3.2. The student career development and support system is not perfect

The career development support system shows significant fragmentation characteristics, exposing the alienation of educational goals dominated by instrumental rationality. Career planning education has fallen into the trap of formalism. Standardized assessment tools have been simplified into mechanical matching games, ignoring the dynamics and contextuality of individual career construction. Static planning models are difficult to cope with the fluid characteristics of career paths in the digital economy era. Students' fantasies of linear development on the preset track are often shattered by the actual career changes. Job-hunting skills training has fallen into the trap of technicism, overly focusing on superficial skills such as resume making and interview etiquette, while essential professional qualities in the digital age - such as data thinking, cross-border collaboration, and innovative adaptability - have been marginalized in the educational process. The fragmentation of the occupational psychological support system is more prominent. Stress-based psychological intervention cannot

build the psychological capital for sustainable development, and the cultivation of key qualities such as stress resistance ability and growth mindset lacks systematic design. This fragmented state of educational support leads to a false integrity in students' career development capabilities. They show adaptability in a closed educational context but expose structural deficiencies in the real workplace environment. The deeper contradiction lies in the fact that vocational development education has not yet completed the paradigm transformation from employment placement to career empowerment, and the short-sighted goal setting has weakened the sustainable development momentum of vocational education.

3.3. Social cognitive bias and employment ecological imbalance

The value identity crisis of technical and skilled talents is essentially a cultural construction product resulting from the joint effect of traditional cultural concepts, educational systems and media narratives. The thousand-year-old cultural gene of "valuing morality over tools" has been alienated into a cognitive prejudice against technical labor in the contemporary social transformation, and vocational education has been anchored as a compensatory choice for the failure of class mobility. This cultural encoding forms a collective unconsciousness through intergenerational transmission, and the educational anxiety of the parent group often translates into a systematic rejection of vocational education. Educational discrimination at the institutional level has exacerbated the distortion of value recognition. The invisible educational filtering standards in the employment mechanism of enterprises have created a cognitive mismatch between ability evaluation and academic certificates. The symbolic shaping in media narratives further separates professional cognition. Technical and skilled talents are simplified as symbolic signs of dedication, and the true trajectory of their professional growth and the practical value of technological innovation are concealed in the romanticized narratives. This cognitive bias forms a self-reinforcing vicious cycle: The lack of social identity weakens the appeal of vocational education, and the fluctuation of educational quality, in turn, solidifies social prejudice. The imbalance of regional development adds a spatial dimension to this predicament. The developed eastern regions gradually reconstruct the value of occupations through the practice of integrating industry and education, while the central and western regions are still trapped in the traditional cognitive rut. The restoration of the educational ecosystem not only requires institutional innovation but also calls for the reconstruction of cultural concepts. Only by breaking through the cognitive cocoon can vocational education truly obtain the legitimacy foundation of type education.

4. Research and Practice Content

4.1. The paradigm transformation of the role of class teachers

The practical exploration of the modernization transformation of vocational education is essentially a coordinated change of the reconstruction of the role of the educational subject, the innovation of the education system and the reshaping of social values. In this process, the role transformation of the head teacher has become the fulcrum to drive the reconstruction of the educational ecosystem. The

role positioning of traditional managers can no longer cope with the dual challenges of industrial transformation and career development, and there is an urgent need to leap to the compound role of "career navigator - psychological coach - resource integrator". The mission of a career navigator lies in establishing a dynamic connection between educational supply and industrial demand. By building a monitoring network for industrial talent demands, the job competency map is transformed into action parameters for teaching reform, ensuring that the curriculum system always keeps pace with technological progress. The role reconstruction of psychological coaches requires going beyond transactional counseling and instead developing tools for cultivating professional psychological capital - by establishing a holistic growth file to record students' mental journey from professional cognition to career choice, and implementing cognitive intervention and psychological adjustment at key nodes. The core value of the resource integrator lies in building a cross-border dialogue platform, fusing enterprise technical standards, industry certification systems and educational evaluation mechanisms into an educational community, breaking the "physical superposition" predicament of school-enterprise collaboration, and achieving the "chemical integration" of educational elements and industrial elements. This role transformation is not merely a simple superposition of functions, but rather the value rebirth of the educational subject in the context of industry-education integration^[4].

4.2. The implementation path of the four-stage progressive education model

On this basis, the innovation of the education system needs to construct a spiral upward channel of "cognitive awakening - ability evolution - practical tempering - psychological empowerment". During the cognitive awakening stage, immersive career scenario simulation breaks students' stereotypical imagination of professional fields. The real project workshops of enterprise mentors materialize abstract career concepts into perceivable ability modules, dispelled the cognitive fog of "separation of learning and application". The core of ability construction lies in the flexible design of the modular skill matrix, which decomposes basic abilities, core skills and innovative qualities into combinable ability units, allowing students to dynamically reorganize them based on their career interests and industry trends, and form personalized ability puzzles. The practical tempering stage has reconstructed the relationship between knowledge and action. Through the progressive design of course projectization, project competitionization, and competition positionization, the acquisition of knowledge and the application of skills have completed closed-loop verification in real scenarios. Psychological empowerment runs through the entire process. The simulation of stressful situations and the construction of career failure cases transform the cultivation of psychological resilience from abstract preaching to concrete experiences, allowing students to foster a growth mindset in controllable failures. The value of this educational model lies not only in the scientific nature of the stage division, but also in the energy transfer among each link - the achievements of each stage serve as the foundation for empowerment in the next stage, forming an ever-lasting educational ecosystem^[5].

4.3. Strategies for reshaping social identity

Meanwhile, the reshaping of social identity requires the construction of a three-dimensional network for the reproduction of cultural symbols. The value predicament of vocational education stems from the dual masking of traditional cultural concepts and contemporary cognitive biases. The solution lies in creating an identity generation mechanism of "communication - dialogue - witnessing". In the context of new media, the dissemination of the spirit of craftsmanship should abandon symbolic grand narratives and instead explore the true growth stories of technical and skilled talents. Through media forms such as short videos and live streaming, a multi-dimensional picture of career development should be presented, allowing "craftsmen" to return from moral idols to living individuals. The establishment of the home-school professional community aims to break the inertia of intergenerational cognitive transmission - through activities such as parent open days and career experience camps, the family environment is incorporated into the professional cognitive reconstruction system to alleviate the collective anxiety of "academic qualifications first". The visualization system of career achievements builds an evidence chain of social recognition. The technological innovation cases and job promotion trajectories of outstanding graduates form a continuous value demonstration effect through an online and offline interactive exhibition system. This kind of identity reshaping is not a one-way ideological indoctrination, but rather through the construction of a communication ecosystem of "individual narrative - group interaction - social witnessing", allowing the value of vocational education to naturally emerge in dialogue and experience^[6].

The deep breakthrough of educational reform has always relied on the resonance of conceptual innovation and practical exploration. When the head teacher completes the role transformation from a manager to an ecological designer, when the education system achieves a paradigm shift from knowledge imparting to ability incubation, and when the reconstruction of social identity shifts from policy advocacy to cultural awareness, vocational education can truly break through the instrumental limitations of "employment orientation" and be elevated to an educational form that supports the lifelong development of individuals and the progress of industrial civilization. This transformation not only concerns the effectiveness of cultivating technical and skilled talents, but also redefines the position of vocational education in the process of human civilization at a deeper level - it is a bridge connecting material production and spiritual creation, a convergence point of technical rationality and humanistic care, and an educational fertile ground for every life to blossom with professional ideals.

5. Conclusion

Through theoretical exploration and practical verification, this study reveals that the profound value of employment-oriented education innovation lies not only in resolving the structural contradictions of higher vocational education, but also in reconstructing the new relationship of the co-evolution of vocational education and industrial civilization. Under the era background driven by the dual wheels of industrial intelligence and educational digitalization, the "demand - capability - ecology" co-evolution model proposed in the research breaks through the linear thinking of supply and

demand matching in traditional vocational education. It places the education supply system within the industrial ecosystem and realizes the organic coupling of the education chain and the industrial chain through the triple mechanisms of dynamic perception, elastic adjustment and value resonance. The innovative practice of the four-stage progressive education mechanism essentially deconstructs vocational development capabilities into a life system that can grow and iterate, enabling the cultivation of students' professional qualities to break through the rut of skills training and evolve into a spiral leap of cognitive reconstruction, ability evolution, practical verification and psychological growth. This transformation of the educational paradigm marks a qualitative change in vocational education from "standard parts production" to "personalized growth", providing a solution at the educational philosophy level for the sustainable development of technical and skilled talents.

In the dimension of social identity reshaping, the research and construction of the cultural symbol reproduction mechanism have broken the binary opposition predicament of value identity in vocational education. Through the three-dimensional intervention network formed by the reconstruction of new media narratives, the cognitive collaboration between home and school, and the visualization of career achievements, the value proof of technical and skilled talents is transformed from abstract policy discourse to concrete life narratives, completing the gradual innovation of cultural concepts in intergenerational dialogue and social witnessing. The profound significance of this identity reshaping strategy lies in that it transcends the technical patching of traditional vocational education reform and directly addresses the civilized propositions of educational equity and social justice, providing a cultural foundation for the legitimacy construction of vocational education as a type of education.

The creative transformation of the role of class teachers into "professional ecosystem designers" is the most enlightening theoretical breakthrough of this study. This role reconstruction not only implies the expansion of functional scope, but also reveals the new positioning of the educational subject in the modern vocational education system - it is not only the interpreter of industrial demands, the companion of students' growth, but also the architect of the educational ecosystem. By building a three-dimensional network of demand perception, resource integration and value transmission, the head teacher has become a key hub connecting the micro practice of education with the macro transformation of the industry. The innovation of their working mode provides methodological inspiration for solving the problem of the "two skins" between industry and education. The successful practice of this transformation

indicates that the modernization of vocational education not only requires institutional design, but also relies more on the awakening and reconstruction of educational subjectivity.

Looking to the future, the changes in vocational ability standards brought about by digital transformation and the differentiated patterns of regional industrial development will become the new focus of vocational education research. How to construct dynamic ability standards in the tension between technological rationality and humanistic care, and how to grasp the balance point of educational reform between unity and diversity, requires deepening theoretical exploration from the height of educational philosophy. Although the practical paradigm initiated by this research has shown results, the high-quality development of vocational education still requires continuous exploration within the broad perspective of the transformation of civilized forms, so as to write a new chapter in vocational education in the symphony of humanistic values and technological innovation.

Acknowledgement

Zhuhai City Polytechnic's university-level quality project "Course on Control and Maintenance of Common Electrical Equipment (JY20250201)"; Zhuhai City Polytechnic's university-level quality project "Textbook for Control and Maintenance of Common Electrical Equipment (JY20250403)"; Zhuhai City Polytechnic's "Virtue and Craftsmanship" Jianfeng Studio(XG20240202).

References

- [1] Wei Guoqing. Discussion on the Teaching and Education Work of Higher Vocational Class Advisors Based on Employment Orientation [J] Shanxi Youth,2024,(04):147-149.
- [2] Jin Yiqin. Research on the Psychological Guidance Strategies for Students' Employment by Vocational College Class Teachers [J] Employment and Security,2021,(08):117-118.
- [3] Xu Lei. Employment-oriented: New Focus of Higher Vocational Class Teacher Work [J]. A Hundred Essays (New Chinese Language Abstract), 2017,(02):188.
- [4] Zhou Chunye. Discussion on the Work of Higher Vocational Class Teachers Oriented towards Entrepreneurship and Employment [J]. Shanxi Youth, 2016,(20):182.
- [5] Ding Lei. Higher vocational class teacher how to do a good job of student employment [J]. Journal of suzhou education college journal, 2013 (4) : 115-117 + 122. DOI: 10.13985 / j.carol carroll nki. 34-1227 / c. 2013.04.061.
- [6] Wang Mingfang. Thoughts on the Work of Higher Vocational Class Teachers Based on the Orientation of Entrepreneurship and Employment [J]. Shandong Textile Economy, 2011, (12): 123-125.