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A Review on the Development Guidance of Senior High School Students in China

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Abstract: *Ordinary high school student development guidance is an important way to promote students' independent growth and personality formation. It can help students achieve sustainable development and also help ordinary high schools achieve diversified development. In recent years, China's practice and research in this field have become more abundant and mature, including: the macro-level theory, current situation, system and comparative research of "General High School Student Development Guidance"; Practical exploration of a certain region as an example; Case studies of student development guidance in specific schools; Research on the integration of "General High School Student Development Guidance" in specific disciplines; Teacher team building and policy interpretation, etc. But overall, the depth of research is not enough, and there is still a need to strengthen the construction of related curriculum systems and research on the development of guidance systems.*

Keywords: *Student development guidance; Senior high school; Research review*

Introduction

The history of student development guidance in the United Kingdom and the United States and other countries has been 150 years. At the beginning, the main role was to solve employment conflicts and psychological problems. At present, almost all countries invariably regard personal life, academic guidance, mental health education and career guidance as the basic content of student development guidance. In recent years, China has paid more and more attention to student development guidance. In July 2010, the "National Medium and Long-term Educational Reform and Development Plan Outline" proposed the establishment of a student development guidance system to strengthen the guidance of students' ideals, psychology, and academic work. This is the first time that student development guidance has been formally proposed at the country level. In March 2014, it was proposed in the form of specific regulations to establish a general high school student development guidance system. In June 2019, the General Office of the State Council pointed out: to strengthen guidance on students' ideals, psychology, study, life, career planning, etc., to help students establish correct ideals and beliefs, correctly understand themselves, and better adapt to high school study and life. This clarifies the specific direction and mechanism of high school student development guidance, and for the first time promotes "Student Development Guidance" to the height of promoting the reform of education methods. Driven by the national policy orientation and the diversified development needs of ordinary high schools, research on the development and guidance of ordinary high school students has become more abundant.

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Overview of the Research on "High School Student Development Guidance"

Under the policy guidance, research on "student development guidance" has been increasing year by year. Searching the CNKI with "student development guidance" as the search term, a total of 656 related papers were obtained (search time: January 2021).

From 1990 to 2001, there were only a few related studies. From 2002 to 2008, there were more than ten related studies every year, and the number of related studies tripled in 2009. In 2010, there were 73 papers, reaching the peak. After 2010, the research popularity has declined, with an average of 40 articles per year.

There were 146 articles with "Scientific Outlook on Development" as the research theme, and 510 articles with "student development guidance" as the research theme. On the whole, the research is mainly conducted from the perspectives of "employment guidance, career guidance, career planning, physical and mental development, and student development". After subdividing, screening, and eliminating repetitions of the above topics, only 75 articles were centered on the topic of "high school student development guidance".

Analysis of the Research Content of "High School Student Development Guidance"

Theory, Current Situation, System and Comparative Study at the Macro Level

Most of the scholars carried out their research at the macro level, including the research on the guidance of students' development based on core literacy, the linkage between the guidance of students' development and the reform of senior high schools, the theoretical research on the principle and position of career guidance, the research on the current situation of the guidance of students' development in senior high schools in China, research on the construction of the system of students' development in senior high schools, comparative study of student development guidance systems in China and the United States or Taiwan, Hong Kong and Shanghai.

1. Theoretical Research on "High School Student Development Guidance"

Huang Xiangyang (2010) of East China Normal University believes that the establishment of a student development guidance system requires the country to formulate laws to clarify the role of guidance in school education, so that student development guidance will become a formal type of work; High schools need to set up special student guidance institutions; Teacher education needs to add the major of student guidance; The education sector needs to strengthen research on student guidance, develop student guidance theories, methods, and tools with Chinese characteristics, and effectively help schools improve the professional level of guidance services.

Liu Qidi (2010) interpreted the four necessary abilities in the development and guidance of ordinary high school students from the perspective of curriculum and cultural consciousness: diligent learning ability,

inclusive elective ability, creativity, and flexible intelligence.

Wang Yuguo (2013) summarizes the current situation and problems in the practice of "development guidance for high school students"in China and puts forward some relevant suggestions. He believes that China's high schools have strengthened guidance by establishing a tutorial system, developing students' career planning and social experience, and strengthening guidance by integrating the school's existing resources and establishing an evaluation system to teach students how to choose and develop independently. At the same time, the current related practice has also exposed the theory insufficiency, the government responsibility flaw, the full-time teacher scarcity, the study channel not unimpeded, the establishment and the fund not to arrive and so on realistic question. In the future, the guidance of Chinese students' development must be systematized, specialized and systematized.

Zhu Yiming, a professor from East China Normal University (2015), based on high school career education and guiding principles, believes that career education cannot be separated from the cultivation and practice of socialist core values, and professional standards should be established, the participation of the whole society and all teachers should be mobilized to jointly commit to the practice of career education and guidance.

Liu Zhanye (2016) put forward the theory of student development in the research on efficient student affairs management based on development direction, which he linked with the development theory of Marxism. Free development and all-round development are the essential development of a person. Marx's theory of human development has been gradually formed in higher education. In the 1970s, the United States was the first country to develop the theory of student development, which is also the embodiment of the research results of theoretical psychology.

Li Haiyan (2017) analyzed the core literacy themes of student development at this stage based on the core literacy framework of student development and the characteristics of the physical and mental development of high school students, and constructed a guidance content system corresponding to the theme to provide curriculum reference for the development of core literacy for high school students.

Zhang Hongbo et al. (2018) put forward a conception of the practice of general high school student development guidance from a macro perspective: career planning is the core line of student development guidance; building a "five-dimensional one" faculty team is the basic guarantee for student development guidance; innovative career experience curriculum is the breakthrough point of the bottleneck of student development guidance; the integration of subject teaching and career education is the main path of student development guidance.

2. Research on the Current Situation of "High School Student Development Guidance"

Fang Xiaoyi (2015) surveyed 18,164 students in 64 high schools in eastern, central, western and northeastern China, and found that there are significant regional and grade differences in the number of Chinese high school students participating in development guidance activities; the number of students participating in development guidance courses, group counseling, and special lectures differs significantly in different types of schools; there are significant gender differences in the number of students participating in practical

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activities, club activities, special lectures, and individual guidance. The suggestions are as follows: to arrange the guidance activities of senior high school students reasonably; to incline the development of the guidance work to the first grade of senior high school; to strengthen the construction of the development guidance course; to enhance the specialty and science of the development guidance work; enhancing the professionalism of development and guidance related teachers.

3. Research on the System of “High School Student Development Guidance”

Hu Jian (2011) analyzed the modern orientation and value analysis of the high school student development guidance system from a macro perspective, and put forward the students' development concept of life orientation, social orientation and integrity orientation. He also puts forward the basic structure of the senior high school student development guidance system, and explores the "sinicization" path of the student development guidance system from the five elements of system creation, system market, system spirit, system rules and implementation mechanism.

4. Comparative Study of "High School Student Development Guidance"

Li Dong (2011) conducted a comparative study on the "student development guidance system" of ordinary high schools in Taiwan, Hong Kong and Shanghai, and concluded: the establishment of a student development guidance system in ordinary high schools is an inevitable choice during social transformation; student development guidance is the key to students’ healthy growth and diversified development; an all-round student development guidance model should be established; change the management of students into the service of students, improve the school moral education, integrate and reconstruct the current content of school moral education to ensure the orderly and effective development of students; set up full-time student development guidance staff and clarify their positions in the school to improve the level of professionalism; establish the resource database of student development guidance, and provide students with career information needed for development guidance.

Regis Chireshe (2012) pointed out that many high school students did not receive good employment guidance in school, so they need to make up during the University. However, in reality, there are problems in the quality of employment guidance service in many universities. At the same time, differences in economic development between countries make great differences in student development and employment guidance. For example, compared with developing countries, developed countries such as Finland and the United States have done very well in employment guidance services.

Cao Li (2016) believes that student development guidance has been incorporated into China’s high school education development plan, but the relevant research in China is relatively weak, and “How to practice”still needs to learn from the advanced development experience of American schools. Liu Xiuyun (2017) has carried on the comparative research and the analysis to the Chinese and American high school education, proposed that the Chinese high school teacher must renew the curriculum idea, set up the correct curriculum resources view, provides the diversification, the alternative curriculum for the student; provide students with learning guidance, psychological guidance, career planning guidance in all directions; integrate resources, use information platforms, and develop micro-course resources.

Regional Research on "High School Student Development Guidance"

Kim Witko, Kerry B Bernes, Kris Magnusson and Angela D Bardick (2005) investigated needs and exploration for career planning of high school students in southern Alberta, Canada is investigated and the result indicates that students of all grades hope to get more information about guidance courses, education and career. According to the survey report, high school students are most inclined to seek help from their parents in career planning, followed by relatives, friends and teachers; therefore, it is suggested that schools add more career planning courses and encourage teachers to integrate career planning into subject teaching. Teachers can further guide high school students' life health, life skills, life management and career planning, and provide information on curriculum planning and financial assistance. Students can participate in work experience programs and have the opportunity to participate in job fairs.

Tao Jun (2017) conducted a random sample survey of students from 9 high schools in Nanjing and came to the following conclusion: the development guidance of high school students is at a medium level, and there is a certain dislocation of teachers' guidance to students and their needs. Cao Xuan et al. (2018) conducted an investigation on the status quo of the career planning of ordinary high school students in Chengdu, and found that the professional maturity of ordinary high school students in Chengdu is at a medium level and has a large room for improvement. Moreover, family factors have a greater impact on the professional maturity of students.

Wang Hong (2018) based on the survey of three high schools in Zhengzhou, combed the current situation of career education in ordinary high schools, and found that: high school students' career planning ability is low; school career education resources are lack; teachers' awareness of career education is insufficient. It is suggested to improve the government's guarantee mechanism of career education; improve high school career education and teaching, vigorously research and develop courses, build implementation forms; build professional teachers team, improve teachers' knowledge level; mobilize enterprises, communities, parents and other linkage forces; improve students' self-awareness and planning awareness of their own career.

Wang Bo (2019) took the students of grade 2017 in Tianjin senior high school as the research object, and analyzed the implementation of subject selection guidance and career guidance, the construction of instructor team and students' psychological situation. There are some typical problems in the guidance of course selection in schools, such as vague guidance ideas, early course selection time, academic pressure and unbalanced guidance resources. Ma Xingwei's (2020) research on schools in poverty-stricken areas found that the local lack of effective value support, lack of teachers, lack of education system and mechanism guarantee and other practical problems. It is necessary to strengthen the guidance of students' ideals, psychology, study, life and career planning in poor areas, so as to improve their ability to adapt to social life.

Case Studies with a School as Research Objects

Yang Qingqing (2016) conducted a questionnaire survey on the current situation of student development guidance in a school in Shanghai, and found that most students lack personal career planning, full-time teachers and system guarantee for student development guidance. He suggested that the school should establish a student development guidance framework and train full-time student development instructors.

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Wu Laihui (2017) carried out relevant research on the implementation background, objectives, contents, approaches and guarantee of career planning education in Jiangshan middle school. Fang Qinglin (2016) and other schools set up student development guidance center, established the goal and content of career education guidance, and actively practiced career education through tutorial system, community activities, individual guidance, social cooperation and other ways. Feng Dongyi (2016) combed the implementation path of high school career planning education under the background of the new college entrance examination of Hangzhou No.14 Middle School in Zhejiang Province: setting career planning education goals and education themes by stages; developing a variety of career planning education courses, so as to establish a career planning education system; improving the management system, setting up a student development guidance center, establishing a career mentor team, and expanding the career planning education resource platform.

Tao Maorong (2020) based on three aspects of career guidance, academic guidance, and life guidance, formed a three-dimensional implementation path including "curriculum-activity-guidance", and established core mentors, career mentors, development mentors, and academics. The "1+1+3" student career development teacher construction model of tutors and practical tutors. Wang Yanqiu (2019) introduced a series of supporting courses related to "ideal guidance", "psychological guidance", "life and career" and "academic guidance" established by the school in the practical exploration of student development guidance.

Research on the Integration of "High School Student Development Guidance"

Under the background of the new college entrance examination reform, high school teachers should not only pay attention to students' mastery of knowledge, but also pay attention to the relationship between discipline and students' development, and regard discipline teaching as one of the carriers to promote students' development. Subject teaching combined with high school students' development guidance is not only conducive to students' development and core literacy training, but also can provide innovative teaching ideas for teachers.

Luo Zhen (2019) pointed out: use the history of mathematics to provide ideal guidance to students to help them establish a correct outlook on life, values and worldview; integrate new technology education to stimulate students' motivation to learn; explain the application of mathematical knowledge in life and work; create Interest activities allow students to experience life and improve life skills; create teaching situations and cultivate autonomous learning capabilities. Zou Minhui (2014) combined with the characteristics of mathematics teaching and the current situation of student guidance, discussed the influence of mathematics teaching on student development guidance from four aspects of school, personality, career and life, as well as the necessity and feasibility of using mathematics teaching to carry out student guidance.

Others

In addition, some scholars have conducted research on teacher construction from the perspective of teacher team construction and class teacher work reform. And some scholars have studied home-school cooperation research and related policies from the perspective of developing student development guidance system.

Improving the guidance of student development is an important part of the high school education reform, and a good teaching staff is a strong backing for the guidance of student development. Wang Bo (2019) believes that the construction of a well-structured teaching staff can ensure the effectiveness of high school student guidance. The full-time teachers are the core force, the career teachers and class teachers are the backbone, the parents' participation is the key part, and other teachers and social personages are the important supplement. He also put forward the countermeasures to promote the development of high school students guidance team construction: clarify the division of tasks, carry out differentiated training, improve the incentive mechanism of selection and assessment, build a platform for cooperation among teachers. Huang Ligang (2011) based on the perspective of student development guidance, discusses the transformation of the work of class adviser in senior high school, and holds that the head teacher of senior high school should establish the consciousness of student development guidance consciously; set up the student view of development and construct the equal teacher-student relationship; focus on the individual students to pay attention to the student collective; pay attention to the development of parents and community resources.

Students should develop in an all-round way. We should not only focus on students' academic achievements, but also on their physical and mental development, the establishment of their outlook on life and values, the guidance of their studies and life, and the planning of their studies and work. However, the development of the above-mentioned abilities is far from enough, and needs the cooperation of students' families and schools. Feng Wanqing (2016) points out that first of all, the organization and supervision and evaluation system of home-school cooperation should be established; second, the operation process of home-school cooperation should be implemented; finally, both sides should improve their attitude towards home-school cooperation.

Research Deficiency and Prospects

From the point of view of literature quantity and research depth, the development guidance of senior high school students has not been paid enough attention, and is still in the stage of exploration, and there are still many problems in the process of implementation.

First, there are many theoretical researches on the guidance of senior high school students' development. The theoretical interpretation at the macro level is of great significance to the implementation of student development guidance, but the mature guidance system, curriculum and system have not yet been formed, the future theoretical research needs to strengthen the student development guidance curriculum system construction and the related system construction aspect content.

Second, insufficient applied research. The regional research mainly focuses on the exploration of the overall or specific guidance status, problems and strategies of the regional senior high school students' development guidance, lacking in-depth practical research, and the depth of the specific school practice research is also insufficient. It is necessary to strengthen the depth of practical research and construct the experience system and path of development guidance for reference.

Third, many scholars tend to study some aspects of student development guidance, such as career guidance and academic guidance, but student development guidance also includes ideal, life and psychological

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guidance. These aspects should be pushed forward in coordination to build a “student development guidance” as a whole, instead of being separated. The overall promotion of healthy growth and development of students has a far-reaching impact, the future needs to strengthen research in this area.

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