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# Practice and Suggestions on Academic and Career Guidance of Zhengzhou Normal High School Students

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***Abstract***: *The guidance system of student development includes academic guidance, life guidance and career guidance. Through the investigation of the current situation of academic and career guidance in Zhengzhou normal high schools, it is found that there are some problems such as insufficient guidance, the lack of systematic courses and professional teachers in academic and career guidance in most normal high schools in Zhengzhou. On the basis of absorbing the previous research results and combining the actual situation of ordinary high schools in Zhengzhou, this study formed the academic and career guidance system, established the student development guidance process and trained full-time student development guidance teachers by constructing the academic guidance framework and exploring the career guidance model.*

***Keywords***: *Academic guidance; Career guidance; Student development; High school students*

## Introduction

For a long time, under the pressure of the college entrance examination, the development of high school students' self-cognition, interest expansion, career guidance and other aspects is relatively lacking (The State Council, 2017). In 2017, Chinese Ministry of Education issued "the ordinary high school new curriculum schemes (2017 edition)". This guiding system, proposed that schools should establish the development and form a special team to strengthen students' ideal, psychology, education, life and career planning guidance. Then carry out various forms of activities for the guidance to help students set up their firm socialist ideal and faith, correct the understanding of themselves and better adapt to the stage of high school and enhance students' interests and expertise. All of these measures are for help them choose the right direction of development and improve their ability of personal career planning and independent development (Education Ministry, 2017). The Chinese government will strengthen the student development guidance put forward clear requirements, one is to pay attention to the practical effect of guidance. Second is that we should improve the guidance mechanism (General Office of the State Council, 2019).

With the deepening of curriculum reform and examination and evaluation system reform in senior high schools in Henan Province, it has become an important content of senior high school education and an urgent demand for senior high school students' development to set up academic guidance and career planning guidance courses to help senior high school students establish the concept of active development and improve their social adaptability. In July 2015, the Department of Education of Henan Province issued "the Guidance Outline of Career Education Curriculum for Ordinary Senior High Schools in Henan Province (Trial) ", which

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made comprehensive provisions on the nature, objectives, contents, teaching suggestions and requirements, evaluation suggestions, management and guarantee of career education curriculum for ordinary senior high schools in Henan Province. In April 2016, the local experimental teaching materials for career education of ordinary high schools in Henan Province were also approved and issued.

# The Definition of Core Concepts

## The Development Guidance for Senior High School Students

The student development guidance of ordinary high school refers to the work carried out by normal high school in order to promote the improvement of students' comprehensive quality and realize the comprehensive, healthy and harmonious development, then prevent and solve the problems in the development of students. It is one of the basic functions of contemporary ordinary high school, and it is in the same important position as teaching and management. It mainly includes ideal guidance, psychological guidance, academic guidance, life guidance and career guidance.

## The Normal High School Academic Development Guidance

The academic development guidance of ordinary high school refers to the guidance and help provided by the school to students in learning by designing the growth plan reflecting students' ability and interest on the basis of making full use of various resources and according to students' own learning quality. In this process, the school should play a role, to reassure people in a timely manner to help students solve problems and confusion in their study and give students guidance in time, stimulate students' motivation to learn continuously, the driving force for creating a steady stream of help students find their own direction.

## Career Guidance for Senior High School Students

The academic development guidance of ordinary high schools refers to the guidance and help provided by the school to reflect students' abilities and interests according to students' own learning status on the basis of making full use of various resources. In this process, the school should play a role, to reassure people in a timely manner to help students solve problems and confusion in their study process, and give students guidance in time, stimulate students' motivation to learn continuously, for students to create a steady stream of learning motivation, finally help students find their own direction.

# Investigation Design and Result Analysis

## Questionnaire Design and Implementation

(1) The Object of Investigation

The objects of this study are high school teachers and educational administrators in Zhengzhou. The survey subjects covered three types of units: provincial/ municipal/ public-sector schools, county (city) district

schools and private schools. The purpose of this study is to comprehensively understand the current situation and needs of career guidance for students in ordinary high schools in Zhengzhou.

(2) The Object of Investigation

This questionnaire in order to fully understand the current situation of Zhengzhou ordinary high school students to develop guidance, in combination with the practical situation of Zhengzhou normal high school education teaching and draw lessons from the related domestic research achievements and the students' development to guide the work was divided into two aspects of academic guidance and career guidance. Career guidance aspects including entrance guidance, enter oneself for an examination professional, career planning and career orientation angle. The actual situation of career guidance in the school and class of the tested teacher was investigated, in which 12 questions were set, such as: career guidance module is relatively perfect and mature, schools for students career guidance very seriously, the students can get professional entrance guidance according to their own needs in a timely manner and three graduate students of the school and professional choice to get professional advice and can easily deal with related issues, students participate in career assessment and have stable set clear personalized clear career direction and the students career planning, school career guidance with the participation of parents and schools to carry out the career guidance and discipline curriculum together, schools have special, system, perfect career guidance curriculum, the school has a relatively fixed career guidance teachers, schools often organize career guidance teachers to carry out professional training, you are qualified for each grade students career guidance and so on. The teachers were asked to choose "strongly disagree", "somewhat agree", "somewhat agree" and "strongly agree" according to the actual situation of their own schools.

## Presentation and Implication of Survey Results

(1) Basic Information Data

In this survey, a total of 827 questionnaires were published online, among which 827 were valid. Of the 827 teachers who filled out the questionnaire, 90.21% came from public schools. Among them, 87.18% of the teachers teach specific subjects, 22.01% of the teachers serve as the teacher in charge of the class, and some of them are principals, middle managers and grade leaders. This survey covers a wide range of areas and we can understand the current situation of academic and career guidance in ordinary high schools from different perspectives. In terms of the teaching years of teachers, the survey subjects covered teachers of all ages, which increased the credibility of the data.

(2) The Situation of the Academic Instruction Papers

It can be found from the answer sheet that:
The development of academic guidance varies from school to school. 82.23% of the teachers' schools have mature and perfect academic guidance, and 17.78% of the teachers' schools are not perfect in academic guidance.

Overall, 87.19% of teachers think their schools attach great importance to academic guidance. However, there

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are still some teachers who work in schools that pay little attention to academic guidance.
In terms of the specific measures of academic guidance, most of the teachers' schools will give special guidance to students in senior one. Optional courses are offered, and students will be given corresponding course selection guidance. Most of the students have positive learning motivation and can get corresponding learning guidance in school.

From the comparison of the overall data, the majority of students choose "strongly agree" when it comes to the issue that schools attach great importance to the academic guidance of high school students, which also shows that most schools still attach great importance to the academic guidance of high school students. For the question that "schools have corresponding fixed academic guidance teachers", fewer people choose "somewhat agree" and "strongly agree" than other choices. When comparing with the question that "academic guidance in schools is often integrated with subject courses", 89.36% teachers agree. This can also be seen in most schools, the academic guidance for students is usually taken charge of by the subject teacher, and there is no special academic guidance teacher.

(3) The Situation of the Career Guidance Papers

It can be found from the answer sheet that:
On the whole, in the topics related to career guidance, the majority of students choose "somewhat agree", while the proportion of "strongly agree" is not high. These indicate that most schools still do not construct enough in the aspect of student career guidance, and there are many areas should be strengthened.

Based on the question "students have made a clear and personalized career plan", from the perspective of options, the number of people who choose "disagree" is the most compared with other questions, which shows that many students still cannot make a clear personal career plan. Therefore, schools should continue to strengthen guidance in this regard.

Based on the question "the school often organizes career coaches to carry out professional training", the number of people who choose "strongly disagree" is more than others. Therefore, the school still lacks in the training of career coaches, and there is still some room for improvement.

In a word, ordinary high schools in Zhengzhou have made some useful exploration in career guidance, and students have their own ideas about their own career planning. However, there are still much space for improvement, and further improvement is needed in the training of career instructors and career assessment for students.

## Construction and Practice of Senior High School Academic Guidance System

### Comprehensive Assessment of the Quality of Students' Learning

To accurately understand the quality of students' learning is conducive to the efficient implementation of

student development guidance. We can help students establish a good self-awareness and promote their better development by using conversations, activities as the carrier, courses as the guidance, and comprehensive evaluation.

## Establish a Guidance Mechanism for Academic Development

Teachers should provide students with targeted training according to their personalized training plan, so as to promote the improvement of students' core quality. School education should not only start from the immediate needs of students, but also help students distinguish between truth and falsehood, good and evil, so as to guide students to develop towards beauty. Therefore, the first step of academic development guidance requires us to have an accurate understanding of a student's life, study, interests and future plans, and estimate his or her possible level based on this, and then make personalized customization to help the student do better in the activities. The second step is to guide these students to choose what they are interested in and rewarding part of their life as the content of their school activities. According to these measures, students' vision will be broadened, they will know how to make further choices and better implement these choices.

## Set up a Team of Academic Tutors

Integrate different resources around the school, set up a team of academic development tutors and provide consulting services and scientific guidance for students' academic development. Schools can employ in-school academic development counselors with their teachers, grade leaders and mental health counselors as the backbone. At the same time, through the "bring in" strategy, colleges and universities professors, students' parents, outstanding alumni and other types of people can be employed as academic development counselors.

## Establishing an Evaluation System for Supporting Facilities

An effective evaluation system can promote the normality and standardization of school career education and enhance the initiative of school career education. The corresponding evaluation system can be established from three levels: the evaluation of career guidance, the evaluation of teachers' professional working ability and the evaluation of students.

## Practice and Exploration of S Middle School in Zhengzhou

(1) 4D Model: School-based Integration of Core Literacy

The determination of the connotation of the core quality of senior high school students should not only base on the subject, but also follow the law of students' growth, the law of education and the goal of senior high school education. So as to provide timely guidance for their academic development and make them grow into talents. Based on this, Zhengzhou S Middle School put forward the four-dimensional core literacy model of high school students with distinctive characteristics of "knowledge", "Fitness", "Metaphor" and "Understanding". "Knowledge" is the driving force of all-round development, "Fitness" is the foundation of all-round development, "Metaphor" is the way to achieve all-round development, "Understanding" is the

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navigation of all-round development. These four aspects of quality complement each other, inseparable, together support the comprehensive and sustainable development of senior high school students.

(2) System Framework: New Connotation of Education Based on All-round Development

Taking the 4D high school students' core literacy model of "knowing", "keeping fit", "learning" and "understanding" as the school-based implementation content of the core literacy promotion, Zhengzhou S Middle School proposed the "precision education" based on the comprehensive development of students. "Precise" means refinement and individuation; "Accuracy" is accurate. Precision education emphasizes personality education and pays attention to the relationship between education and individuals. Following individual differences, promoting personality coordination, diversified development, multiple develop is its core concept; "Selection", "Rouse", "Digging" and "Prospect" are its four pillars. "Selecting" is to choose and adjust the internal to choose the best to highlight the "long board", with the help of external forces to "hard work" to make up for the "short board"; "Rouse" means to awaken the untapped potential in the body, extend the learning potential, and optimize the development ability; "Digging" is the development of the zone of proximal development in the prime stage for self-improvement; "Prospect" means experience. With the help of personal experience and personal feelings, interests and needs can be clarified, and demand-oriented precise training can be formed.

(3) School-based Implementation: Precision Education Provides Academic Guidance

Zhengzhou S middle school with the help of artificial intelligence, big data, new technology, such as block chain to measure the precise and feasible, both students' personalized development, customized for its more effective intervention methods and improvement measures, drive resources rational allocation, students contains the maximum mining potential, independence and creativity, reflects the subjectivity, pertinence, democracy, diversity and comprehensiveness, It has built an accurate system of student training, which can teach students in accordance with their aptitude with one program and achieve diversified development of one person with one goal, so as to make the best use of materials and talents and provide students with scientific and effective academic guidance programs.

The precision system of student training consists of five parts, namely, accurate target, accurate plan, accurate implementation, accurate evaluation and accurate adjustment. The school has set up the implementation path from many aspects, such as moral education, curriculum reform and classroom teaching.

Casting the soul to educate people: to build a high—grade carrier of moral education, to improve the quality of students. The school has implemented the construction of the "four modernizations" of moral education. Through the "serialization" of moral education, the school has strengthened the education of cultivating students' values and buckled the first button of life. Through the "modularization" of moral education, relying on the "four sessions" (namely: science and technology festival, sports and art festival, reading festival, society festival, National Day party, sports meeting) and the "four rites" (namely: flag raising ceremony, opening ceremony, adult ceremony, graduation ceremony), strengthen students' ideals and beliefs and improve students' comprehensive quality; Through the "curricular", the school has developed a variety of school-based courses, such as: mental health education courses, covering career planning, psychological

assessment, individual counseling, group counseling and other aspects, the establishment of students' healthy growth files, through the system of tracking counseling, accurate boost the growth of students; Through the "characteristic" efforts to build brand activities, such as: "the most beautiful teachers and students" selection activities, "family rules and family letters solicitation activities," family style and family letters with my growth "activities.

The school precision system runs through the whole process of the construction of the "four modernizations" of moral education. In various activities, teachers conduct comprehensive evaluation on students' ideological and moral character, artistic accomplishment, practical ability and other performance input system. Through the five "precision" links, they promote their strengths and complement their weaknesses, provide guidance and help students to achieve growth.

Curriculum reform: build a "development curriculum system", so that every student can get the most vivid growth. The school has planned and implemented the "development curriculum system", and put forward the "four modernizations" requirements for the four types of courses in the curriculum system: the quality of basic compulsory courses, the characteristics of extended elective courses, the scientific research learning courses and the brand of school-based courses. The system revolves around four dimensions of "Knowledge", "Fitness", "Allegory" and "Understanding". Based on the diversity of course forms and the richness of high-quality course resources, it provides guarantees for students' autonomy in development and selectivity in learning content.

Life coach: strengthen academic guidance, achieve extraordinary self. The school has implemented the life coach responsibility system. Each student can choose one of his teachers to be his life coach. Students communicate their problems and puzzles in written form with their life coach. The tutor replied in time, and communicated face to face, channeling and giving guidance. The life mentoring system has eliminated the estrangement between teachers and students, narrowed the distance between teachers and students, and lit up a "heart" lamp for students in adolescence, growth and exploration period, guiding them to move forward firmly.

## Construction and Practice of Career Guidance System for Senior High School Students

### The Construction of Career Guidance System for High School Students in Zhengzhou

In order to carry out “the national medium and long-term education reform and development plan (2010-2020)”, students proposed to build a development guidance of system, in July 2015, the education department of Henan province issued "the Henan province ordinary high school career education curriculum guiding outline (try out)", for the Henan province normal high school in career education course content arrangement. The curriculum outline of career planning is intended to adapt to deepening the reform of basic education curriculum and examination and enrollment system, improve the career planning ability of senior high school students, and better promote the comprehensive and personalized development of students. However, due to the pressure of college entrance examination and the lack of professional teachers, it is difficult for ordinary

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high schools to carry out systematic career planning courses in accordance with the requirements through practical investigation.

At present, Zhejiang, Shanghai and other province have also issued relevant documents and giving guidance to the career planning of high school students. Many well-known schools in developed areas have carried out innovative exploration and practice of the curriculum system of development guidance for senior high school students. Guangdong Guangya Middle School established a career planning and guidance project team in 2013. After exploration and practice, it has formed a professional, systematic, advanced and personalized career guidance model, leading students' all-round development with "discovery".

Based on the analysis of the investigation of the status of Zhengzhou high school students career guidance and career planning of Henan province education guidance, on the basis of absorbing education developed areas, puts forward more in line with the ordinary high school education teaching present situation, the teachers and students demand, Zhengzhou, easier to implement, the high development of operational guidance system and career guidance mode. The six modules of academic and career guidance are: learning habits, learning methods, entrance examination, self-exploration, cognitive career, and experience career. Specifically, it includes eight modules, which are: habit formation, study method guidance, examination guidance, entrance guidance, career assessment, career planning, growth file, and experience course. Through the course, students can develop their learning ability and career planning ability, so as to achieve physical and mental health and all-round development.

### Action Exploration Based on H Middle School in Zhengzhou

H middle school of Zhengzhou positive response to the country's education reform, in order to students a comprehensive and healthy development, continuously explore and cultivate a batch of career guidance teachers, write the school-based teaching materials, carry out career guidance lectures and topic class meeting, invite parents into the campus, on the platform at the same time, the organization students into a unit, into the enterprise, to explore various forms of career guidance, has achieved fruitful results.

Compiling "High School Career Guidance" school-based textbooks. The main contents include: Open the door of career planning; Try career planning; Planning high school study and life; Study happily and efficiently; Explore self-interest; Know self character; Adapt to the living environment; Master the life role and so on series content.

Holding career guidance theme class meeting. Make students realize the importance of career planning for life development, make its pursuit their ambition, personality type and professional Settings, of the university of the state and society have basic understanding of demand for talent, preliminary learn to develop career planning method, for his high school career planning, thus the development of high school, the college entrance examination to college and future career development play a guiding role.

## Conclusion

## Top Design and Policy Support

Carrying out the top-level design of academic and career guidance, and provide policy support and institutional basis for high schools to carry out academic and career guidance. Through the research, it is found that many countries and developed regions of China have formulated relatively perfect policies and systems for high school students' academic development guidance and career guidance, with relatively unified planning and top-level design. High schools in Henan Province are faced with serious competition for admission to higher education, so they often feel inadequate in the education related to students' lifelong development, such as academic and career guidance, and have to give way to serving students' immediate admission to higher education. It is suggested that on the basis of fully absorbing the experience of domestic and advanced regions, careful investigation should be conducted to design the curriculum system of high school students' academic and career guidance at the top level, so as to provide policy support and institutional basis for schools.

## Develop the Curriculum and Guide the Implementation

Actively inviting experts, combined with the situation of high schools in Zhengzhou, to develop and compile high-level teaching materials for academic and career guidance, and cooperate with the development of school-based curriculum. The academic and career guidance of senior high school students should be the main carrier of curriculum, and the value of education should be realized in a curricular way. Teaching materials are the main form of curriculum. The level of teaching materials and whether they conform to the reality directly determine the effect of career guidance in senior high schools. Due to the limitation of education background, vision and working time of high school teachers, the development of school-based curriculum will be limited to some extent. It is suggested that the authoritative experts in student development and career guidance should be invited to develop and compile a set of high-level teaching materials in combination with the actual situation to serve the career guidance of high schools.

## Cultivate Professional Team and Provide Security

Efforts are made to cultivate a team of full-time and part-time teachers for academic and career guidance, so as to provide teacher guarantee for high school students' academic and career guidance. Good ideas and designs depend on people to implement them. Professional teachers are the key to the practical role of school career guidance. Academic guidance and career guidance is a comprehensive and professional education that integrates knowledge and skills of multiple subjects or fields. We should strive to go out and invite in. On the one hand, we should create opportunities for these teachers to learn and experience advanced career guidance concepts and operation methods in areas with developed education. On the other hand, we should invite experts to give professional guidance and training. The training of professional teachers can be carried out in a comprehensive way, first by pilot selection and then by gradual promotion, so that all teachers can have the corresponding career guidance ability finally.

## Integrate the Comprehensive Resources and Provide A Development Platform

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Integrating school, social and government resources to provide space and platform for students' academic and career guidance. Students' academic and career guidance should not be limited to the campus. Students' cognition, experience and practice all need a broad platform and space. Suggested that the fully integrated school, society and government resources, between family school, between schools and between, between the government and the school, full communication and mutual cooperation, strive for Zhengzhou ordinary high school education and career guidance can fall on the ground, produce results, rather than the superficial, which provide help for high school students a comprehensive and healthy growth.

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