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Exploring the Path of Constructing Career Planning System for College Students of Construction Under 1+X Certificate System

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Abstract: *In the National Vocational Education Reform Program, the pilot project of "academic certificate + several vocational skills certificates" (1+X certificate for short) system is proposed, in which several vocational skills certificates reflect the comprehensive quality required for individual career development. Therefore, based on the demand of the construction industry for highly skilled talents with skill level certificates, the current situation of career planning of senior construction students, the analysis of the main problems of career and career planning courses, the construction of a personalized and targeted career planning system for senior construction students combined with "1+X" certificates The purpose of this paper is to analyze the current situation of career planning and career planning courses, analyze the main problems of career planning and career planning courses, and build a personalized and targeted career planning system combining with "1+X" certificate for senior construction students, so that students can realize their personal value.*

Keywords: *"1+X" certificate system; Career planning*

Introduction

In 2019, the National Vocational Education Reform Program has proposed a pilot system of "academic certificate + several vocational skills certificates", in which "1" is the foundation and "X" is the supplement, reinforcement and expansion of "1". The "1" is the foundation, "X" is the supplement, reinforcement and expansion of "1", and the consistency of certificates is the essence and key point of the "1+X" certificate system. The BIM vocational skill level certificate in the field of construction engineering technology is the first vocational skill level certificate to participate in the pilot.

The implementation of the Belt and Road Policy has gradually strengthened China's economic development and increased the demand for highly skilled personnel in the construction industry. The main goal of higher vocational colleges and universities is to cultivate professional and skilled talents who are in line with the market and oriented to employment, but the graduates of construction majors among them have a high departure rate in half a year, and the reason to blame is that many construction higher vocational college students do not have a clear personal career plan.

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Characteristics of Modern Career Planning Courses in Construction

Uniform and Poorly Targeted Course Offerings

As early as 2007, the Ministry of Education has clearly included the course of "College Students' Employment Guidance and Career Planning" into the mandatory professional courses, and many institutions directly designate the course standard and syllabus of this course, and the lecture content is mainly from the students' job hunting ways, possible problems, contract signing, what is career planning and so on. [1] The lecturers mainly take student managers, especially counselors, as the core strength, and at present, most of the counselor teams in China's colleges and universities are graduated from the Civic and Political Science major, and the main task of counselors is also as ideological and political guidance for students, for which it is difficult for these teachers in as career planning teachers to popularize career and personal career planning and advice for architecture students with high professional requirements. Therefore, when counselors teach college students career planning, their lectures are also general, and they are not able to better guide students to develop career planning in line with professional employment development.

Large Teaching Class

Career planning for university students is a compulsory course in every school, but due to the large number of classes and the small number of teachers, many institutions are teaching in large classes, with some classes having 150 or more students. The resulting problem is that many students do not receive attention and do not develop career planning guidance that is consistent with their personal development, and most of it is just talk. Classroom activities do not cover every student, and those who do not participate gradually lose interest in the career planning course, so that the teaching does not achieve the desired goal.

Low Level of Student Attention

Most students have low understanding of this major, and the choice of the major tends to be introduced by friends or requested by parents, thus they don't know or even don't care about the architecture major, so students don't pay attention to the process of professional lectures or the course of "Career Planning for College Students", which leads to students not having personal career planning, or carrying out career planning courses but not achieving the ideal The effect of the course becomes that the teacher of the course is trying to complete the lecture task and the students are searching haphazardly on the Internet in order to complete the career planning course, which does not achieve the desired effect at all.

Traditional Lecture Style with Non-architectural Born Teachers

Most schools do not pay attention to the career planning course for college students, considering it as a regular course for students, therefore, most of the lecturers choose conventional teachers, involving more general knowledge points, which is difficult to attract students' attention, leading to the result that the students themselves pay low attention to the course, and the students absorb limited knowledge points. Secondly, most of

the colleges and universities involve the lecturer for the Civics and Political Science course or the counselor teacher, this part of the teacher teaching method is more traditional, the teaching method is also based on the traditional lecture, the lecture content is more for the importance of career planning, lack of professional knowledge. The direction line of career planning in architecture is clearer, and it is difficult to systematically explain the career development of architecture students if they come from non-professional backgrounds, thus it is difficult for students to get knowledge related to their professions and attract attention.

Status of the "1+X" Certification System

The "1+X" Certification System is Full of Unknowns

The "1+X" certificate system is a systematic project, including the fostering of training and evaluation organizations, the development of vocational skills level certificates, the application by institutions for pilot skills level certificates, the integration into professional training programmes, the implementation of high-quality vocational training, and the strict assessment and issuance of skills level certificates, which are the key elements of the 1+X certificate. The main objectives of institutions, on the other hand, are to apply for pilot skill level certificates, integration of professional talent training programs, and high-quality vocational training. At present, the skill level certificates of many majors in different directions are being improved and piloted, which makes it difficult for professional colleges and universities to grasp the key points of the 1+X certificate system in the process of developing talent training programs, as they are full of unknowns. [2] In addition, the state is in the process of exploring the 1+X certificate, and the corresponding system is yet to be perfected, and enterprises in the society are also in the process of waiting for the recognition of the corresponding skill level certificate, which makes many students doubt whether to get the relevant skill level certificate.

The "1+X" certificate system has experienced a relatively short period of time from its introduction to its implementation, and most institutions are in the process of exploration, with each step being steady and steady, and most schools are in the process of learning. At present, the pilot institutions of the "1+X" certificate system are relatively few, and the experience gained is relatively weak, so many universities want to promote the 1+X certificate system on the one hand, but suffer from the lack of learning experience, which leads to poor innovation and a slow implementation process.

The Integration of 1+X with the Vocational Education System is in the Process of Being Explored

The "1+X" certificate system is an important reform of vocational education introduced by the State, which promotes cooperation and learning with leading enterprises in various industries and interoperability of certificates between schools and enterprises, which promotes in-depth reform of vocational education and largely alleviates the contradiction between vocational education and social talent demand, and is an important driver for deepening the integration of industry and education and school-enterprise It is an important driving force for deepening the integration of industry and education and school-enterprise cooperation. How to comprehensively understand, comprehend and implement the 1+X certificate system, complete the transformation

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between students' educational achievements and vocational skills achievements, establish a sound evaluation system of certificates and students' achievements, and highlight the characteristics of vocational education and form a high-level and high-quality vocational education system in the process of practice is a pressing problem for the pilot institutions of the 1+X certificate system at present, and this is also how to structure the vocational career planning system and This is also a problem that needs to be considered in structuring the career planning system and the "1+X" certificate system.

How to Build a Career Planning System that Integrates with the "1+X" Certificate System

Building a Reasonable Career Planning Curriculum

University is a turning point for students to enter the society, and also the transition period from campus life to the social stage, so schools should pay attention to career planning courses, from the time students enter school to develop a targeted career planning course system in line with the characteristics of the profession, and has the following characteristics: (1) the course is targeted. The development path of each profession is different, and different career planning leads to different career paths and promotion paths in the end. Take construction engineering management as an example, the graduates are mainly engaged in the positions of constructor and supervisor, the promotion channels of these two positions are different, but these two positions need to obtain the corresponding professional qualification certificate. Then teachers need to inform students and guide them to understand the professional development and promotion channels of this major and the professional qualification certificates they need to obtain in the process of teaching career planning courses. (2) The lecturers are selected as dual-teacher teachers, who have worked in enterprises and know the requirements of enterprises for graduates and the degree of knowledge mastery. Secondly, dual-teacher teachers also know more about promotion channels, and can combine their own experience in the process of teaching, and students will be more convinced of the content of the lectures. (1) Teachers have professionalism in teaching, different industries have different career planning, the choice of teaching methods and lecture content need to be different according to the changes in the profession and industry, therefore, in order to achieve better results, choose a lecturer with working experience in the construction industry or with professional industry background in the construction industry can better grasp the content of the course. (3) Clear career planning system. Many institutions arrange career planning courses in the second semester of sophomore year, and even in the first semester of junior year in some institutions. fact, career planning should run through the whole study period, from entering the college, counselors' class sessions, professional introduction lectures, professional teachers' lectures are consciously instilling career to students, so we need to express these clearly in the career planning system, so that students can intuitively experience and understand. Secondly, students' career planning is not only experienced in a course, but also in the construction industry, which is particularly professional and industry-oriented. Integrating college students' career planning courses and professional training programs can better integrate the concept of career planning into students' consciousness, so that they can better understand and plan their professional careers in the process of study or internship.

Integration of the "1+X" Certification System with the Career Planning System

The "1+X" certificate system has been gradually implemented nationwide and recognized by relevant enterprises. For the construction industry, professional qualifications require at least two or three years of working experience in enterprises, which means that college students in construction are not able to obtain relevant certificates, so how to let college students obtain valuable certificates and their career planning is coherent, "1+X" certificate system is the best choice. Therefore, we need to integrate the "1+X" certificate system in the process of formulating the career planning system, the focus of which is (1) teachers have a corresponding understanding of the "1+X" certificate system in construction, and according to their own teaching content and specialties (1) The instructors have an understanding of the "1+X" certification system in construction, and modify the course standards to suit their content and specialization. (2) Lectures on the "1+X" level certificate in architecture are offered and integrated into the second class for credit. Many students are not interested in the lectures, so by exchanging them for credits, more students will be attracted to the "1+X" certificate system and career planning.

Integrating the "1+X" Certificate System with Talent Development Programmes

The "1+X" certificate system is a national policy that is closely related to vocational education, so universities and teachers should consider how to integrate the two, and really integrate the "1+X" certificate system with the talent training program, which requires universities to This requires universities to consider the process when formulating talent training program, not only the simple arrangement of the curriculum, but also whether the students can develop their own construction career planning direction in the process of learning, and secondly, the talent training program should also consider the students' acquisition and understanding of relevant skill level certificates. Only when students realize the importance of certificates or the relevant certificates can play a corresponding supporting role for students' future, can the "1+X" certificates be truly implemented and put into practice. Take engineering cost profession as an example, how to combine "1+X" certificate, career planning and talent training program to achieve a better effect, we should firstly conduct research on enterprises to understand what kind of talents they need and what kind of skills and qualities they need. Secondly, we need to understand the employment channel and title promotion channel of the engineering cost profession, and finally, we need to understand the kinds of "1+X" certificates that can be obtained in the construction field. At the same time, we can use one kind of certificate and one or two courses before formulating talent training program, combining the two for trial, to find the corresponding problems, so as to facilitate the later revision, in addition to training program, you can choose a class of students as a pilot class, and constantly understand the students' "1+X" certificate In addition to the training program, a class can be selected as a pilot class to continuously understand the students' sense of identity with the "1+X" certificate, the degree of personal mastery of professional skills, and the changes in career planning at different times. In the end, the pilot program will be continuously improved to achieve a more satisfactory talent training program.

The "1+X certificate", the latest system proposed, aims to improve the level and quality of education in vocational education and is a credential reflecting the level of vocational skills of graduates and the comprehensive abilities required for vocational activities and personal career development. This requires colleges and

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universities to put students at the center, deepen the quality of composite technical skills training, smooth the pathway for technical skills talents to achieve success, expand the skills of employment and entrepreneurship, and really make learning useful, all of which are based on the employment and long-term career development of students as the final destination. As the connection point between learning and employment, it is the final responsibility of colleges and universities to cultivate talents with employability. The integration of the "1+X" certificate and students' career planning described in this paper is one of the paths, and only when the society recognizes it, students recognize it, and students' skills improve is vocational education successful. The "1+X" certificate system can be better integrated into vocational education.

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