

The Analysis of Educational Measures for Higher Vocational Students' Vocational Values*

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Abstract—Occupational values, working as one of the value judgments for people in occupational career, are the yardsticks to measure the significance and importance of occupations. And it also reflects people's perceptions, attitudes, pursuits, and longing for careers. The professional values play an important decisive role in the individual's career choice, professional behavior and career development. However, some vocational students have unrealistic professional values to career choices. This article carries out the research on the vocational values education policy of higher vocational students. The purpose is to guide vocational students to establish correct and scientific professional values, and then provide more excellent technical talents for social economic development.

Keywords—higher vocational students; vocational values; educational measures

I. INTRODUCTION

Professional values are the concrete manifestations of vocational students' basic beliefs and attitudes toward the profession. Vocational values of vocational students are the general understanding of career evaluation, occupation value orientation and career choice formed in the process of learning and social practice. They are a relatively stable professional value orientation of higher vocational students in their professional life. Higher vocational students must adapt to the society's need for talented people and achieve successful employment, so as to find jobs that can best play their talents. They must establish correct and scientific professional values. Vocational values education is an important way to cultivate vocational students' correct and scientific professional values and also a necessary choice for the development of higher vocational education and the need to adapt to social development.

II. THE IMPORTANCE OF DEVELOPING PROFESSIONAL VALUES OF EDUCATION FOR HIGHER VOCATIONAL STUDENTS

A. Developing Vocational Students' Values of Education in Higher Vocational Colleges Is an Objective Requirement for the Development of Socialist Market Economy

With the development of the socialist market economy, the economic composition and economic interests are increasingly diversified. People's lifestyles and employment methods also show diversified trends. The multi-value collisions brought about by the market economy have led to the great changes for higher vocational students' outlook on life and values. Some changes have taken place reflected the values in professional field. The development of the market economy has strengthened the interest consciousness of higher vocational students, broadened the cultural vision of higher vocational students, benefited the overall development and full performance of the students' personality talents, but at the same time, it also brought many negative effects. The evaluation of professional values and Students' choices show a pragmatic tendency and a utilitarian tendency with professional values. The development of the market economy is conducive to the completion of socialization of higher vocational students, but the mechanism is not perfect, making its professional value goals tend to be short-term.

B. Developing Vocational Values of Education for Higher Vocational Students Is the Objective Requirement of Vocational Education

In 2005, UNESCO pointed out: "Technical and vocational education should be conducive to the harmonious development of personality and personality. It also should be the ability to understand, judge and analyze things and express opinions." Vocational education is not only should be the way to acquire survival skills, but also a way to enhance people's realm and enrich their spiritual world. The goal of vocational education is to train high-quality and high-skilled personnel with both ability and political integrity to provide first-line services for social and economic production. Professional values education is an important

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part of vocational education. At the same time, it is also the essential requirement of vocational education.

C. Developing Higher Vocational Students' Vocational Values Education Is an Important Dimension to Promote the Comprehensive Competitiveness of Higher Vocational Colleges

Vocational value education of higher vocational students is closely related to employment work in higher vocational colleges. Higher vocational colleges can only achieve the full employment of students by strengthening the education of their professional values and helping them establish correct professional values. Most of the graduates trained in higher vocational colleges will go directly to work and become grassroots workers. This requires graduates not only to have certain technical skills, but also to have good professional ethics. Students in vocational colleges can only be recognized and accepted by the market. The employment of higher vocational colleges can achieve a virtuous cycle. Higher vocational colleges can be more competitive. Therefore, higher vocational students' vocational values education will become an important basis for vocational colleges to strengthen personnel training and enhance the market competitiveness of graduates. It is an important basis for higher vocational colleges to enhance their comprehensive competitiveness.

D. Developing Higher Vocational Students' Vocational Values Education Is an Important Reflection of Strengthening Moral Education in Higher Vocational Colleges

The process of moral education in higher vocational colleges is a process of value guiding and cultivating higher vocational students' good values and moral behaviors. Specifically speaking, moral education in higher vocational colleges mainly includes three modules: ideological education, political education, and moral education. Among them, ideological education is the foundation, political education is the key, and moral education is the core. Vocational values education is an important component of values education. It aims to educate students to combine their actual situation with the socio-political, economic, as well as cultural development level. The occupational value orientation is consistent with the requirements of value education in ideological education. Under the social background of highly developed societies, graduates from higher vocational colleges tend to favor materialistic enjoyment and pragmatic individualism in their career choices, resulting in them not being able to correctly handle various types of interests when they choose their careers. Therefore, aiming at this kind of ideological reality in vocational selection of graduates from higher vocational colleges, we will effectively teach higher vocational students about vocational values, help them establish correct professional values, and guide them to a society that can develop their personal characteristics and develop their careers. The most needed places to contribute their own intelligence and wisdom should be one of the important contents of moral education in higher vocational colleges in

the new period. Therefore, it is an important embodiment of strengthening and valuing moral education in higher vocational colleges to strengthen vocational students' vocational values of education.

E. Developing Higher Vocational Students' Vocational Values of Education Is the Necessary Means to Promote the Development of Higher Vocational Students

The formation of scientific professional values can prompt higher vocational students to clarify the goals direction of personal development as well as to make full use of their potential abilities through their own efforts, so that their career goals can be achieved. On the contrary, higher vocational students are prone to subside in the complicated affairs, and the study work is not focused, distracts, loses self-confidence, and lacks morale. At the same time, the ideological behavior of higher vocational students is changeable and open, and their experience and experience are not sufficient to make rational judgments and wise choices when facing the complex social realities of professional life. Strengthening vocational education for higher vocational students and making vocational plan and guidance for higher vocational students can drive higher vocational students more demanding to achieve professional goals, and promote good behavior habits in their subtle influences on their own professional goals and cultivate and develop their professional etiquette and professional ethics. In the face of career choices, we can find the career that is most suitable for self-development and combine perfect personality and service society so that we can make full use of our talents, promote self-development, and realize the value of life.

III. THE PROFESSIONAL STATUS OF VOCATIONAL STUDENTS AND THE FORMATION OF THE CAUSES

A. The Basic Conditions of Vocational Values for Higher Vocational Students

1) *Low occupational awareness:* The survey shows that the professional recognition of most vocational students is not high. In the process of investigation, many higher vocational students indicated that the results of the college entrance examination were not ideal and they had a strong sense of loss and frustration in entering higher vocational colleges. On the question of "Why did you enter the higher vocational colleges?", 43.21% of vocational college students chose "Study for a skill, and have a better way out"; 36.79% of students in higher vocational colleges choose "Prosperous hopelessness and poor learning"; 17.66% of higher vocational students choose "Parents' wishes"; 2.33% of higher vocational students choose "Confused" select". For the majors enrolled in the study, only 11.35% of vocational students chose "Very satisfied", 37.28% of vocational students chose "Basic satisfaction", 32.16% of vocational students chose "Uncertain", and 19.21% of higher vocational students Select "Not satisfied". In addition, for the future career development trends, the investigation of

professional and professional effective docking and other issues shows that vocational students have little knowledge of industry development and relevant employment policies, and the overall occupational awareness of the students surveyed is low.

2) *Career choices are personalized*: Nowadays, higher vocational students are the generation who grew up with the new media of the Internet. They are distinct in personality, avant-garde, and have obvious personal characteristics for future career choices. According to the survey, in the career selection process, 76.31% of vocational students expressed their support for choosing their favorite career through the Internet or a job fair. More than half of higher vocational students choose their careers according to their own preferences rather than following their parents' choices. It puts forward new requirements for vocational values education in higher vocational colleges. It is necessary to adjust the employment guidance content of vocational students in a timely manner in order to better serve career choices and career development for higher vocational students.

3) *Career evaluation tends to benefit*: The survey shows that today's vocational students pay more attention to the location, salary and other factors when choosing a job. 65.26% of the students chose to work in the "Big North and other big cities" or "Second-tier cities such as the provincial capital", and only 11.3% of vocational students are willing to work in townships. For the one-year salary after graduation, 56.37% of vocational students choose more than 4,000 yuan per month. All of these reflect to a certain extent that the current vocational students are more concerned about short-term material interests in career selection, and career evaluation highlights the interests.

4) *Health career ideals appear confused*: The survey shows that students in vocational colleges do not know much about their hobbies, advantages and disadvantages, and they are also not very clear about their career direction. Many vocational students do not have a clear career plan. 65% percent of vocational students said they did not understand or understand their own interests. 60.35% of vocational students indicated that they did not have a clear career plan. For the future career development, most of the vocational students surveyed are very confused. Career planning for the future career and even life is basically not considered.

B. Reasons for Forming the Basic Status of Vocational Values of Higher Vocational Students

1) *Socioeconomic factors*: Professional values are closely linked with the development of the times. With the continuous deepening of reform and opening up, the growing development of the market economy system has played a positive role in enhancing competition, working-hard awareness as well as self-employment among higher vocational students. However, it also allows the concept of

interest-oriented to enter the hearts of people. Higher vocational students often value economic benefits and short-term benefits when setting career goals. When choosing a job, personal material needs are put in the first place, which has obvious utilitarianism, and even leads to the distortion of the vocational values of higher vocational students to some extent. Changes in the socioeconomic environment as well as occupational structure will be adjusted accordingly. The diversification of economic composition, economic benefits, social life style, and social organization forms have brought about profound changes in the way of higher vocational students understanding and changing the world. New ideas have constantly emerged and inevitably lead to higher vocational students' professional values.

2) *Social-cultural factors*: Social culture is the cultural foundation for vocational students to establish professional values. Higher vocational students are social groups that are more sensitive and could accept new things quickly, but they lack stability. The impact of multiculturalism will have a subtle influence on higher vocational students. On one hand, the social ethos of advocating personality liberation and pursuing the realization of individual values influences higher vocational students and promotes the formation of their personality orientation, pragmatic value orientation and progressive value orientation. But on the other hand, the negative thoughts of individualism and money worship also has a negative impact on vocational students' professional values. Vocational values of higher vocational college students are gradually characterized by diversity, complexity, and contradiction.

3) *School education factors*: Schools are specialized places with purposeful and planned education. The training objectives of vocational education are closely linked with the needs of society. Especially in higher vocational colleges, their educational activities have a directed and significant impact on the formation and development of vocational students' vocational values. First of all, the professional education of higher vocational colleges has a directed influence on the professional quality and ability of higher vocational students. Secondly, the professional attitude and professional evaluation of higher vocational college teachers will have a greater impact on vocational students' professional emotions and recognition of certain professions. Finally, the employment guidance education of schools plays a significant role in guiding students' professional values, as an important leading role. However, the vocational education for value education of vocational college students is currently in a thin, single-form form and it is difficult to satisfy the confusion faced by higher vocational students in the process of employment selection.

4) *Family factors*: The family is the basic unit of society. It includes the family's economic status, social status, and the quality of family members. Parents are the children's first teacher. Therefore, Parents play an important role in shaping the personality and values of higher vocational

students. Vocational students receive the value instruction from their parents in the early interpersonal interactions with their parents. In this process, career values are subtly transmitted through generations, which directly affect vocational students' professional attitudes, attitudes and behaviors in the future.

IV. ANALYSIS OF VOCATIONAL VALUES EDUCATION STRATEGIES FOR HIGHER VOCATIONAL STUDENTS

Higher vocational students' vocational values of education should run through the entire process of the cultivation of technical personnel as well as the entire learning cycle of higher vocational students since graduation.

A. *Persisting in Taking Cultivating Education as the Starting Point*

Higher vocational students' vocational values education is an important part of ideological and political education in higher vocational colleges. Vocational colleges take the fostering education as the starting point, and carry out vocational values of education for higher vocational students. Career planning, academic planning, simple etiquette training, mental health education and volunteer service continue to enhance professional skills, cultural quality, physical and mental quality, as well as practical ability of vocational students. It also helps vocational students to further understand the industry situation and career prospects, enhance professional quality, cultivate professional ethics, and strengthen professional ideals, further inspire higher vocational students' sense of identity, and establish correct professional values.

B. *Adhering to the Main Position of Classroom Teaching*

In professional teaching, it is required to talk about the relationship between profession and occasion. It also needs to set up professional career plans and other courses for vocational students around the vocational values of education, and to educate vocational values throughout the process of cultivating high-quality technical and technical personnel, so that vocational students can study professionally. At the same time, the education of professional values has always been carried out while improving the quality. Both pay attention to theoretical teaching and pay attention to practice testing. Constantly play the role of the main channel of classroom teaching. Through case studies, classroom simulations, discussion exchanges, and investigation and research, etc., the theory teaching will be integrated into classroom teaching to lay a solid theoretical foundation for professional values education. In addition, vocational values education should further use practical activities such as school practice, entrepreneurship practice, and campus recruitment as a platform to constantly improve the practical ability of students in higher vocational schools.

C. *Keeping Relying on Campus Culture*

Higher vocational colleges should make every effort to create a culture and educating atmosphere, and use culture to

inspire people, use culture to infect people, and use culture and education to promote the growth of higher vocational student. At the same time, schools should vigorously foster a culture of scientific and technological innovation and encourage students to participate in technological innovation projects. Schools also need to organize students to participate in national, provincial and municipal skill competitions to cultivate their innovative capabilities. At the same time, the school closely integrates the goals of educating people and makes every effort to promote cultural quality education. On one hand, from time to time, business people, industry model workers, and outstanding school graduates are invited to the school to provide students with a forum for employment and entrepreneurship, introduce corporate culture, entrepreneurship, management concepts, codes of conduct, and industry guidelines. On the other hand, regular lectures are held on a regular basis. Through various topics such as special tutoring, situation reports, symposiums, humanistic quality lecture halls, and celebrity entering the campuses, we will conduct quality education for students and help them establish a correct view of learning and career.

D. *Adhering to Two Wings with Professional Training and Social Practice*

Vocational colleges should take professional training and social practice as two wings to strengthen vocational students' vocational values of education. They also need to make full use of campus training centers and off-campus training bases, provide advanced vocational training equipment and modern enterprise management methods to provide vocational students with a simulated work environment. They need to drive students experience the company's production management atmosphere and enterprises in practical training. The requirements for the professional quality of employees: On the practical training course, the students, under the arrangement of instructors, entered the training room as if employees entered the workshop, and operated in strict accordance with the company's management system and production procedures. Through professional training, students in the hands-on operation not only mastered professional skills, but also familiar with the atmosphere of enterprise production management as well as in vocational training to cultivate compliance with discipline, love and respect, unity and dedication and other good professional qualities. At the same time, higher vocational colleges should encourage students to participate in various social practices. Through social practice to understand the national conditions, understand the society, understand oneself and establish correct professional values. Through work-study programs, community activities, skills competitions, social surveys, and voluntary services, students are helped to master professional skills in dynamic situations and improve professional understanding. Through visits to companies, internships, and other methods to help students improve their job skills and experience corporate culture in real career situations.

E. *Sticking to Employment Guidance*

During the on-campus training and internship practice, with occupational safety education, career counseling, and

outstanding alumni return visits as carriers, the vocational students' dedication, responsibility, and mission awareness are continuously cultivated, so as to establish correct professional values. Through internships, professional practices, and corporate internships, vocational college students are tend to consciously identify the first line of employment and entrepreneurship in the enterprise, thus completing the role in transformation from students to social professionals.

V. CONCLUSION

Therefore, it is very important to understand the current situation of vocational values development of Higher Vocational students with understanding the scientific connotation of Vocational values, and then put forward the path and Countermeasures for the development of vocational values of Higher Vocational students. So this work is great importance to the development of vocational cognitive science of higher vocational students and the sustainable development of employment ability of Higher Vocational graduates.

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