

Reflections on the Cultivation of Career Adaptability of College Students Majoring in Preschool Education

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Abstract

Based on the theory of career adaptability, this paper explores the strategies and ways to improve the career adaptability of preschool education undergraduates during college. The article divides the career adaptability of preschool education college students into good career type, career ordinary type, career blind type, career undecided type and career difficult type. Furthermore, it puts forward the promotion strategies of career adaptability from individual micro-level and school macro-level. It is hoped that the employment quality of preschool education majors can be improved and the career development of preschool education majors can be promoted.

Keywords

Preschool Education; College Student; Career Adaptability.

1. Introduction

Career adaptability is a hot topic in the field of career psychology at home and abroad. American career psychologist Savickas put forward it in 1997, and believed that career adaptability refers to an individual's ability to cope with the changes of career roles and external environment. This ability can be acquired through acquired training, which is a comprehensive process in which individuals constantly adapt to their environment, can be displayed by successfully dealing with career dilemmas, and is also a manifestation of individual's continuous progress[1]. Career adaptability is the psychological resource for individuals to cope with tasks, problems, transitions and even major events in their careers, and it is the key and meta-ability for individuals to achieve career success in the rapidly changing modern society. Career adaptability is a key ability for an individual to succeed in his career in modern society, which can help preschool education majors better adapt to the role change from school to society, from students to teachers and face the future.

In recent years, with the rapid development of economy and society and the multi-level and multi-faceted spread of multiculturalism in the information age, parents pay more and more attention to their children's education. With the idea of "never let children lose at the starting line", parents' requirements for preschool education are becoming more and more strict. Under the dual pressure of "self-demand" and "social demand", the career crisis and development dilemma of preschool education majors are gradually highlighted.

Savickas put forward in 2005 that the core of successful preparation for teenagers' career is the development of their career adaptability. Teenagers with high level of career adaptability have better career decision-making, planning, exploration or confidence in the process of career transition[2]. Career adaptability is also a key ability of individual career success[3]. It can be said that the formation and promotion of career adaptability can promote the healthy development of individuals, help individuals cope with difficulties, solve difficulties, promote professional development and realize personal value. Therefore, as preschool education enters a new era of improving the quality of education, career adaptability, as a psychological resource

for individuals to make proper responses when career situations change, is the center and key of cultivating preschool education majors.

2. Types of Career Adaptability of Preschool Education Majors

The theoretical model of career adaptability, which has been revised and improved many times, contains four sub-dimensions, namely, career concern, career control, career curiosity and career confidence[4]. Among them, career concern can help individuals establish the future. Career control can help individuals to explore their careers. Curiosity can help individuals choose the future. Self-confidence can help individuals achieve good development in the future and actively overcome the difficulties on the road of future development.

After observing and analyzing the current situation of career adaptability of preschool education majors, it is found that career adaptability of preschool education majors can be divided into five types: First, a good career type, that is, having a clear knowledge and understanding of oneself, being able to accurately position oneself and establish a clear, reasonable and scientific career goal and career development route according to one's own characteristics and actual situation. Second, the ordinary career, that is, passive learning, blind pursuit of high scores and graduation, most students may be of this type. Third, they are blind in their careers, paying attention to the study of practical skills, and unilaterally think that as long as the skills of "poetry writing", "piano, chess, calligraphy and painting" are well learned, they can meet the educational requirements of preschool children. These students have low attention to their careers, sense of control and curiosity, but their self-confidence is not low, and they overestimate themselves, among which freshmen are typical. Fourth, the career is undecided, advocating and obsessed with textual research, and taking all kinds of certificates as chips to increase employment opportunities. The main goal is to pursue all kinds of qualification certificates such as foreign language grade, Putonghua grade and computer grade certificate. These students are hesitant and vacillating about their future career. Five, career difficulties, laissez-faire, no pressure of study and employment, no career planning, muddle along, this kind of students do not have a comprehensive understanding and grasp of professional development and future career, which mainly exists in freshmen and sophomores.

3. Strategies for Improving Career Adaptability

3.1. Strategies for Improving Career Adaptability at School Level

3.1.1. Improve the Training Mode

High-quality career education is an important foundation to cultivate the career adaptability of preschool education majors, and it can give full play to the leading role of colleges and universities in training. Constantly improving the training mode and improving the quality of education can realize the perfect integration and common development of career adaptability training and career education quality improvement. Most colleges and universities in China aim at cultivating theoretical academic researchers and practitioners with professional skills, but neglect the cultivation of universal college students' career adaptability, which to a certain extent aggravates the contradiction between "difficult recruitment" and "difficult employment". The cultivation of career adaptability has gradually become the common concern of employers and college students. Based on this, colleges and universities should make it clear that the cultivation of career adaptability is the only way for college students to get jobs, and it is also an important teaching goal of colleges and universities. How to achieve the balance between supply and demand lies in colleges and universities.

First of all, colleges and universities should update their training ideas in time, start from macro to micro, and promote college students' career education through top-level design. Incorporate

career adaptability education into the professional talent training program, run through the whole college life of college students, integrate professional courses and practical activities, and create an all-round three-dimensional career adaptability education development model. At the same time, we should pay attention to the management of college students' career adaptability, comprehensively analyze and manage the career adaptability levels and influencing factors of preschool education majors with different genders, grades and backgrounds, establish a dynamic information database, use the Internet and big data to provide the basis for college students' talent training, and make scientific plans.

Secondly, paying attention to personalized employment education. the new generation of college students should pay attention to the satisfaction of spiritual needs in the process of career development. Therefore, it is necessary to guide the pre-school education majors to know the employment situation in advance, clarify the employment prospects, help them to set clear career goals as soon as possible, determine the direction of personal career development, relieve the bad emotions and various problems in the process of career exploration, and cultivate their courage to face career difficulties independently and the ability to properly solve difficulties.

3.1.2. Adjust the Curriculum System

Form a systematic, professional and targeted career adaptability education curriculum network to make students realize the importance of career adaptability. First, accurately grasp the complete connotation of career adaptability education, and integrate career adaptability courses into professional training programs. In the basic compulsory course, combining with the ideological and political course, we can promote the integration of professional knowledge and ideological elements, realize the organic unity of knowledge learning, ability training and value guidance, and urge preschool education majors to establish correct professional values on the basis of learning professional knowledge, so as to make a suitable choice in the future career path. In professional compulsory courses, college students choose their own professional courses, integrate the learning of career adaptability into the teaching of courses and professional knowledge, and subtly strengthen college students' professional consciousness. A systematic curriculum system is conducive to improving the professional level and career adaptability of preschool education majors.

Secondly, In terms of education and teaching methods, various practical teaching links are adopted, such as career planning contest, entrepreneurial innovation contest, entrepreneurial forum lecture, simulated interview contest, etc., to improve college students' participation and attract their interest in career education activities. For college students majoring in preschool education, we can organize their study tours in kindergartens. Professional education practice helps to set up correct career goals, guide them to carry out effective career exploration, and comprehensively improve the level of career adaptability.

Thirdly, in personalized education, we should pay attention to cultivating the cognition, emotion and skills of preschool education majors. Compared with professional knowledge and applied skills, professional emotion is a kind of humanistic feelings, which internally stimulates and promotes the development of college students' preschool teacher career. Therefore, learning the education cases of excellent preschool teachers, going deep into kindergarten practice experience, understanding the sweat and laughter of preschool teachers and participating in emotional resonance can make preschool education majors correctly recognize and truly recognize preschool education. Under the infection of positive professional emotion, strengthen their faith in the field of preschool education.

3.1.3. 1+1 Joint Practice

Practice not only exercises students' personal qualities and abilities, but also increases students' self-awareness and career self-confidence, which helps students keep their career

curiosity and actively explore career paths to improve their career control. Therefore, the school should not only confine students' practice to the campus, but also build a practice platform for students outside the campus.

First, build a school-school joint platform, and the development of preschool education majors in the field of preschool education needs to be implemented in practice. Colleges and universities can unite kindergartens and build practice bases, so that college students' abilities can be improved in the process of getting along with senior and excellent kindergarten teachers, children, and the practice of getting in touch with the grassroots work of preschool education, broaden their horizons, apply what they have learned in the process of kindergarten practice, truly combine knowledge with practice, and enhance their core competitiveness and career adaptability.

Second, to build a platform for school-enterprise cooperation, the graduation trend of preschool education majors will not only flow between schools, but also flow to society and enter social enterprises. This requires schools to strengthen school-enterprise cooperation, so that students' abilities can meet the needs of enterprises and society, and better help students adapt to future career needs and social changes. The 1+1 joint practice can provide students with new career trends and related career information, and provide a new platform for promoting the development of students' career adaptability.

3.2. Strategies for Improving Career Adaptability at the Individual level

3.2.1. Change the Type of Career Adaptability

College students majoring in preschool education can be divided into five types in terms of career adaptability, among which the type with good career has developed well in all aspects of career adaptability. In the process of education, the educated subject, as an internal factor, is the internal cause of its key role. Therefore, in the process of improving the career adaptability of preschool education majors, the main role of college students can not be ignored. In the process of learning knowledge and mastering skills, college students should give full play to their subjective initiative and actively transform into individuals with good careers.

As far as college students themselves are concerned, they need to establish a good career development view, have a deep understanding of career development knowledge, strive to turn theoretical knowledge into a force to promote personal progress, and constantly strengthen their career adaptability and professional awareness through the integration of theory and practice. And under the guidance of the school, position the direction of career development according to your own characteristics.

Secondly, be firm in your career self-confidence, and face career development problems with a positive attitude under unfavorable factors such as career mismatch or bad prospects. In the face of reality, we should be psychologically prepared. Career is not static. Career development and career direction will change with self-development and social needs. It is necessary for college students to exert their career confidence, and strengthen their ability of knowledge transfer on the basis of mastering professional knowledge through good mentality and self-management ability to face changes and difficulties.

3.2.2. Implement Professional Practice

Experience is the key factor to improve college students' career adaptability. College students majoring in preschool education need to increase their awareness of self-exercise, actively participate in social practice, integrate knowledge in practice and understand social and professional needs.

First, it is necessary to strengthen the cognition of the profession in practice, consciously understand the job content, knowledge and skill requirements, work environment, work roles, work difficulties and other information of the profession, and find out the shortcomings in the

professional requirements in time. And according to the actual situation, make personal promotion plan, take the future as the orientation, enhance professional awareness, stimulate personal potential, actively plan the future, and earnestly assume the main responsibility of self-improvement and self-improvement.

Second, make full use of the resources of employment-related services and career guidance provided by schools, actively communicate with teachers and actively express personal career ideals. In the communication with teachers, we should expand our horizons and knowledge in practice, master the ability and skills to solve problems, and develop professional behavior habits in practice, thus laying a good foundation for the transition to the workplace.

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