

NEW PATH OF EMPLOYMENT GUIDANCE IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The development of social economy not only provides jobs for the employed, but also brings many challenges. Among them, higher vocational college students, as the main employment group, how to choose the employment direction is the key guidance content needed by the school. In the employment guidance of higher vocational colleges, the main content emphasized by the college is to meet the employment needs of students, the second is to meet the professional needs of students. Although this employment guidance method has improved the overall employment rate of students, it is undeniable that a large number of students will not adapt to psychology after employment, and even choose to reemploy. The main reason is that the existing employment guidance in higher vocational colleges is lack of systematicness and pertinence, and the teacher team participating in the guidance is unreasonable. In order to avoid the students' employment problems caused by the above problems, a large number of colleges and universities began to apply educational psychology to employment guidance and build a new path by using the basic theory of educational psychology.

Educational psychology is one of the main research contents in psychology. Its core idea is to carry out educational reform from the perspective of psychology. Educational reform includes college teaching system, teachers' teaching plan and students' school strategy. Under the category of educational psychology, the purpose is to deeply grasp students' learning psychology by analyzing students' psychological behavior, stimulate students' motivation in the learning process, induce students to actively give full play to their self-study ability in learning, and then improve the learning effect. In addition, educational psychology can also make the teaching plan more scientific by grasping the psychological changes of teachers. For teachers in higher vocational colleges, according to educational psychology, teachers can be fully encouraged to use innovative teaching methods, exercise students' learning thinking and effectively transform employment strategies. And it is worth noting that from the perspective of educational psychology, teachers' teaching behavior will also be affected. Therefore, in curriculum teaching, teachers can constantly improve their teaching level and achieve the result of common progress with students. Finally, educational psychology can fully coordinate teaching and learning, and play a balanced role in it. Specifically, in students' learning, educational psychology can transmit students' learning situation to the perspective of teachers through feedback, teachers can put forward teaching plans, and students can also learn new knowledge from the changes of teachers' teaching level and means.

Objective: To analyze the role of educational psychology in employment guidance in higher vocational colleges, and construct a new path of employment guidance in higher vocational colleges from the perspective of educational psychology, so as to provide reference for students' employment.

Research design: Regression analysis was used to determine the relevant factors affecting the employment guidance of higher vocational colleges. Starting from the influencing factors, a new strategy for employment guidance was formulated. 200 students from each of the three schools were selected. Each school was divided into experimental group and control group, with 100 students in each group. The experimental group was guided by the new strategy, and the control group was guided by the traditional scheme. After the students were employed, a questionnaire was used to understand the employment situation of the students.

Results: Learning motivation, psychological differences, teacher groups and teacher level are important factors affecting employment guidance. A questionnaire survey was conducted on 600 graduates from three colleges and universities. The results show that after receiving the new strategy of employment guidance of educational psychology, the employment rate of students has been significantly improved, and their employment satisfaction has also been significantly improved, as shown in Table 1.

Table 1. Student employment

	Index	School A (%)	School B (%)	School C (%)
Rate of employment	Before the new strategy	77	81	80
	After the new strategy	89	90	92
Employment satisfaction rate	Before the new strategy	69	71	77
	After the new strategy	86	94	92

Conclusions: Educational psychology is the core foundation of higher vocational colleges' educational reform. With the continuous improvement of students' independent consciousness, higher vocational colleges should pay more attention to students' psychological changes in educational reform. Moreover, teaching psychology in the educational reform not only promotes students' school enthusiasm, but also improves the teaching system of higher vocational colleges. In the employment guidance of higher vocational colleges, the employment guidance for students is directly related to the future development of students. How to use educational psychology to promote students' learning population and improve students' employment satisfaction to a certain extent. In the research, it is proposed that the teaching quality of employment guidance can be greatly improved from four aspects: students' motivation, psychological differences, teachers' group and teachers' level. Therefore, in the choice of employment guidance path in higher vocational colleges, we should fully consider students' learning psychology and teachers' teaching psychology, and formulate corresponding strategies to ensure the normal development of employment guidance.

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SPECIALTY GROUP ECOLOGY AND GOVERNANCE PATH OF “DOUBLE HIGH PLAN” OF VOCATIONAL EDUCATION UNDER COGNITIVE IMPAIRMENT

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Background: Professional group is the main driving force for the development of colleges and universities, and in a large number of high-level Higher Vocational Colleges in China, the professional group of colleges is more obvious. At the same time, with the reform measures of national manufacturing education, how to build a professional group ecosystem with Chinese characteristics in higher vocational colleges has become the research object of a large number of educators. The proposal of “double high plan” provides a new direction for vocational education. With the increasing teaching requirements of higher vocational colleges, a large number of professional construction plans have been proposed and implemented, and vocational education has a further development direction. In the “double high plan”, the construction path of high-level professional groups is divided into two directions. The first point is the external leading direction promoted by the external industrial chain, and the second point is to realize the internal leading direction of the systematic growth of professional groups through the self-evolution of professional groups. From the current development trend, the professional group system dominated by external factors is limited by the changes of external industrial chain. At present, with the continuous development of information technology, the emergence of Internet industry and the emergence of new industries, the professional group system is constantly impacted. Therefore, in this environment, how to avoid external interference and realize the ecological maintenance and governance of professional groups from the self-growth of professional group system is a problem to be solved.

In the current vocational education, the specialty group system construction of the “double high plan” is mainly subject to external conditions. Generally speaking, the specialties in the specialty group ecosystem interact with each other, and there will be a chain reaction after a certain impact. Cognitive psychology believes that there will be certain cognitive obstacles in education and teaching. From the ecology of professional groups, it can be seen that due to the influence of ecological structure and external factors, internal majors are bound to have cognitive obstacles, including cognitive obstacles of individual professional groups, cognitive obstacles at the level of professional groups and cognitive obstacles at the level of professional groups. Under the influence of cognitive impairment, there will be evolutionary obstacles among individuals, populations and communities. The cognitive impairment of professional groups seriously affects the ecological balance of professional groups, and also leads to the fact that the ecology of professional groups cannot benefit from the organic coordination between different majors in the system to achieve sustainable and circular development like natural ecology. From the perspective of psychology, cognitive impairment is a risk factor of psychological pain. Psychological pain is an obvious emotional response. The generation of psychological pain will cause a variety of emotional experiences, including behavioral cognition and spiritual cognition. It is easy to lead to individual behavioral reactions such as vulnerability and fear, as well as individual negative psychological reactions such as anxiety and depression. At the same time, some studies have found that there is a significant positive correlation between psychological pain and cognitive impairment, that is, under the influence of cognitive impairment, patients are more likely to have negative emotions such as psychological pain. In the professional group system of