

Research on Strategies for Enhancing High School Teachers' Career Planning and Teaching Ability

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Abstract: The purpose of this paper is to discuss how high school teachers can provide effective guidance in high school career planning education and improve their own teaching ability through a series of strategies. It analyzes the current challenges facing high school education, proposes multi-dimensional strategies for improving teachers' career planning guidance ability, and discusses how to integrate these strategies into teachers' daily teaching work, so as to ultimately realize the common development of students and teachers.

Keywords: New and Old College Entrance Examinations; High School Career Planning; High School Teachers; Teaching Ability Improvement

1. Challenges Facing Career Planning Education in High Schools

1.1 Challenges of Adaptive Transformation between the Old and New College Entrance Examination Policies

The old college entrance examination system was centred on “teaching to the test”, emphasizing “high scores” as the only criterion for university admission. Educators and students focused their teaching and learning on how to achieve high scores, and the teaching content and methods were relatively homogeneous, with students' growth and development relying more on their mastery of standardized test content. With the gradual implementation of the new college entrance examination “3+1+2” selection mode and the comprehensive quality evaluation system policy, this “test-oriented” is gradually replaced by the “ability-oriented” education model that pays more attention to the comprehensive quality and personality development of students. This kind of “test-oriented” is gradually replaced by “ability-

oriented” education model that pays more attention to the comprehensive quality and personality development of students. This not only requires educators to understand and digest the policy of the new college entrance examination, but also to make comprehensive adjustments to previous teaching concepts and aspects of teaching, shifting from a test-taking model that focuses on grades to one that fosters students' core competencies.

1.2 The Challenge of Students' Individual Needs

The new college entrance examination emphasizes the educational concept of “selectivity” and encourages students to choose subjects according to their own interests, strengths and future career aspirations in a more relaxed and autonomous environment, which greatly promotes the transformation of education from “standardization” to “individualization”. This has greatly contributed to the transformation of education from “standardization” to “personalization”. the concept of “selective” education requires educators to provide tailor-made advice on each student's interests, strengths and potential, and to help students maximize their potential in the learning process. At the same time, the comprehensive reform of the new college entrance examination requires educators to pay attention not only to the academic development of students, but also to the development of students' comprehensive quality and future career planning, and to help students recognize themselves and define their interests and career development directions.

1.3 The Challenge of Building a Career Curriculum System from Scratch

The new college entrance examination requires the use of personalized teaching strategies, such as differentiated teaching and project-based learning, to stimulate students' interest in

learning and self-cognition. Unlike traditional subjects such as mathematics and Chinese, the content of career planning courses is more extensive, involving self-awareness, career development, career preparation and other aspects. Currently in the replacement period of the old and new college entrance exams, there is a lack of ready-made teaching materials and mature teaching system for the construction of career planning curriculum system. This requires schools to boldly innovate in curriculum setting and develop career planning teaching materials suitable for the personalized development of their students. At the same time, educators need to study vocational education and psychology in depth, and set up diversified course content in combination with students' different academic needs and career development directions.

2. The Importance of Enhancing High School Teachers' Instructional Competence in Career Planning Guidance

2.1 Adapting to the Needs of Education Reform

With the continuous updating and reform of education policies, teachers' career planning guidance teaching content, methods and evaluation systems need to be comprehensively adjusted. the development of modern educational technology and big data analysis technology also requires teachers to have the ability to flexibly respond to new teaching methods and technologies. For example, teachers can use the career planning management system to track students' academic performance, career interests and ability development, and provide students with more accurate advice on subject selection and career guidance by combining the results of data analysis.

2.2 Meeting the Diverse Needs of Students

Faced with a wide range of choices, students are often confused or at a loss, especially when faced with decisions on the selection of subjects and the filling of college entrance examination volunteers that are closely related to their future career planning. At this time, it is particularly important to improve teachers' career planning guidance ability. Different students have different career goals and life pursuits. Teachers not only need to help

students identify their own strengths and interests, but also need to help them explore and understand the career development potential of different subjects, so as to provide students with reasonable advice on subject selection and career development.

2.3 Promoting the Professional Growth of Teachers

With the deepening of education reform, the professional role of teachers is gradually undergoing a transformation. It is transforming from the traditional knowledge transmitter to the guide of students' growth and the supporter of professional development. the enhancement of professional competence not only contributes to the development of students, but is also an important source of teachers' own professional growth and professional fulfillment. On the one hand, educators must continue to learn and update their knowledge about career planning, psychology and student development so as to provide more scientific and systematic guidance to students. This not only helps teachers adapt to the needs of education reform, but also enhances their competitiveness in career development. On the other hand, in helping students plan their future careers, teachers are not only imparting knowledge, but also influencing and shaping students' life direction. Students gradually recognize themselves and clarify the direction of their career development through teachers' guidance, which helps teachers gain a higher sense of professional identity and work motivation.

3. Career Planning Guidance for High School Teachers to Improve Their Teaching Ability

3.1 Establish a Regular Training Mechanism

Through this systematic training mechanism, teachers can improve their theoretical knowledge of career and practical ability. First of all, schools can provide teachers with regular refresher courses related to career planning education, which cover a wide range of areas such as career planning theory, analysis of the new college entrance examination policy, and teaching skills in career education. Through professional career planning experts, psychologists or education

policy researchers, teachers are regularly trained in the development trends of different career fields and the methods of personalized education to ensure that the content is both theoretical and practical. Secondly, the training should focus on the actual teaching needs of teachers, and can help them better understand and apply what they have learned through scenario simulation and classroom observation. For example, in a career planning course, teachers can simulate how to guide students in choosing subjects or careers, and they can also let teachers play the roles of teachers and students with each other in real-life situations to conduct exercises in career planning guidance.

3.2 Provide Support with Teaching Resources and Tools

First, schools should develop or introduce specialized teaching materials on career planning. the teaching materials should be tailored to the characteristics of senior secondary students, covering interests, abilities, values, multiple pathways to higher education and guidelines for subject selection. the teaching materials should also include how to explore interests, how to analyze multiple intelligences, and how to take action to implement practical contents, so as to provide teachers with detailed teaching guidelines. Secondly, schools need to introduce career planning-related software and tools to help teachers carry out career guidance work better. Through systematic data management, teachers can record and track each student's career interest, ability development and other information, and provide students with personalized career planning advice by combining big data analysis. Teachers not only have a comprehensive understanding of the growth process of students, but also can more accurately provide students with long-term career planning guidance. In addition, schools can also provide students with career testing tools through the online platform to help students assess their career interests and aptitudes more scientifically, providing reference for subject selection and career choices.

3.3 Improve Teaching Feedback and Evaluation System

Schools can set up a teaching evaluation

system to regularly evaluate the effectiveness of teachers' career planning teaching through various methods such as "teacher mutual evaluation" and "student feedback to teachers". Schools can invite other teachers to observe and evaluate career planning teaching through peer evaluation and make suggestions for improvement. Schools can also collect students' feedback on career planning courses through anonymous questionnaires to understand whether teachers' guidance is effective in helping students make reasonable career choices. Secondly, schools should also provide a reward mechanism for outstanding teachers to encourage more teachers to participate in the research and innovation of career planning teaching. An "excellent teacher award" for career planning teaching can be established to commend and reward teachers who have achieved outstanding results in this field. This will not only help enhance teachers' professional identity, but also encourage more teachers to actively participate in the innovation and practice of career planning guidance teaching.

4. Summarize

Teachers' career planning guidance is not only related to the future development of students, but also of great significance to teachers' own professional growth and the improvement of education quality. the challenge of reforming the college entrance examination requires teachers to make comprehensive improvements in their educational philosophy, teaching methods and academic qualities, while schools need to provide a more complete support system and planning incentives to jointly promote the reform and innovation of career planning education in senior high schools.

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